# The Paris Conference on Education

The Paris Conference on Arts & Humanities

June 16-19, 2023 | La Maison de la Chimie, Paris, France
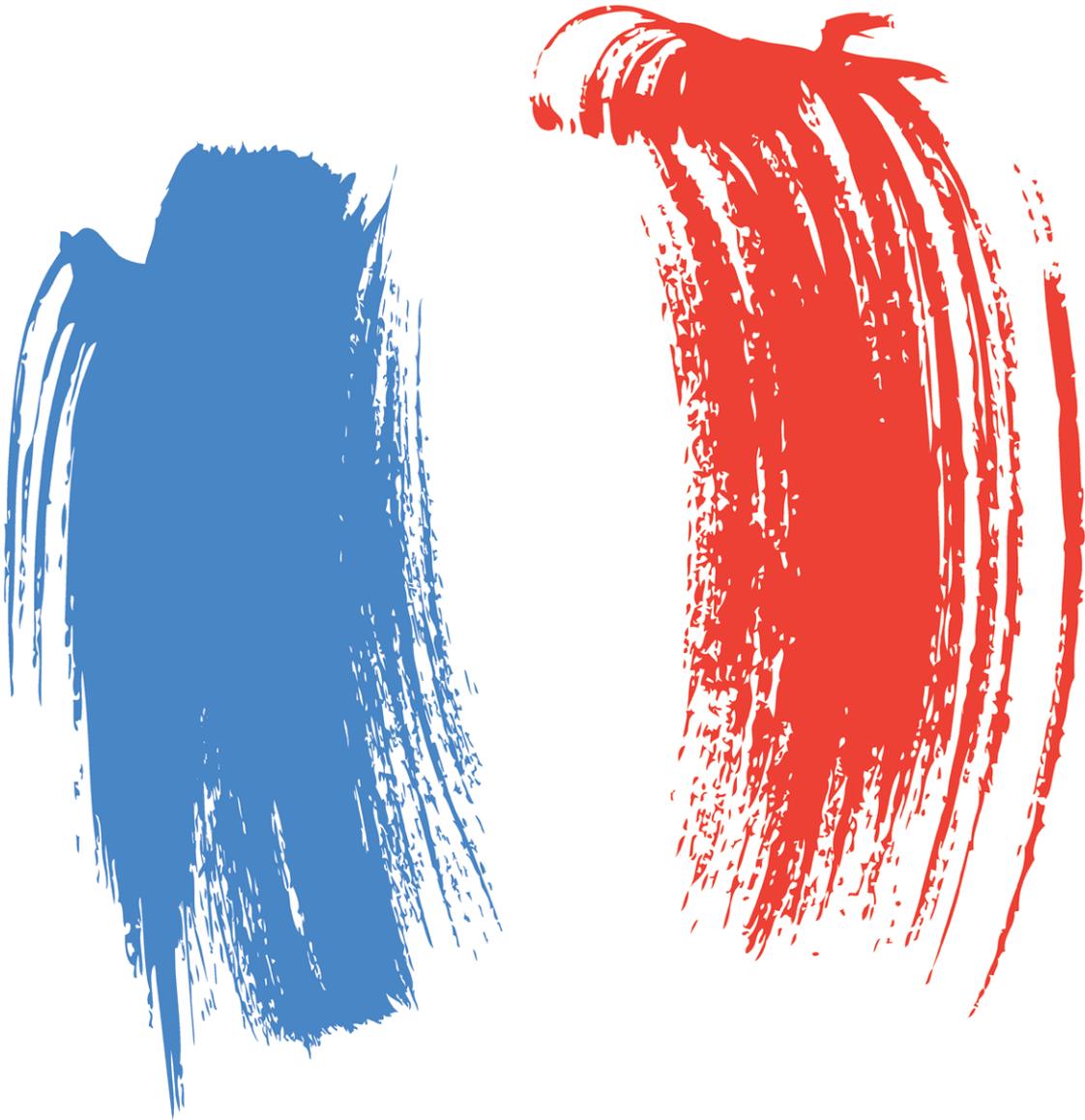
Programme & Abstract Book

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Letter of Welcome

Bienvenue à Paris! Welcome to Paris!

I am very excited to be able to welcome delegates back to the historic Maison de la Chimie, in the heart of the enormously culturally important city of Paris.

The Second Paris Conferences on Education (PCE2023) and Arts and Humanities (PCAH2023) have nearly doubled in size since we held this joint event last year, with more than 350 delegates from five continents, and 66 countries in attendance.

IAFOR's mission encourages interdisciplinary discussion, facilitates intercultural awareness and promotes international exchange, and I would like to thank the Global Programme and Conference Programme Committees for their work in shaping the rich conference programme, the keynote and plenary speakers, as well as the many reviewers who give their time to help assure academic excellence in the parallel presentations.

I encourage your active participation throughout this hybrid event, and would also remind you to look at the content available online through virtual and livestream options, whether live or on catchup!

On a personal note, this city holds a very special place for me, as I studied at the University of London Institute in Paris, just a few hundred meters from the conference venue for both my undergraduate and doctoral degrees. To return here with a conference that can draw from and contribute to the intellectual life of this great city is an enormous pleasure.

Whether you know your way around, or are visiting for the first time, I hope and expect you to create some great Paris memories of your own.

I wish you a very successful conference and look forward to meeting you all.

Warmest regards,

Dr Joseph Haldane

Chairman & C.E.O, The International Academic Forum (IAFOR)
Professor, European Center for Peace and Development (ECPD), United Nations University for Peace
Guest Professor, Osaka School of International Public Policy, Osaka University, Japan
Visiting Professor, Doshisha University, Japan
Visiting Professor, The University of Belgrade, Serbia
Honorary Professor, University College London (UCL), United Kingdom
Member, Expert Network, World Economic Forum

Inspiring Global Collaborations

One of the greatest strengths of IAFOR's international conferences is their international and intercultural diversity.

PCE/PCAH2023 has attracted 400+ delegates from 65+ countries

Total Attendees: 404
Total Onsite Presenters: 261
Total Online Presenters: 101
Total Audience: 42
Total Countries: 66

By Country (Presenter Registrations)

United States: 69
United Kingdom: 39
Canada: 36
Portugal: 24
Taiwan: 16
South Africa: 14
Hong Kong: 12
South Korea: 10
Japan: 9
Australia: 8
Germany: 8
Mexico: 8
India: 7
Israel: 6
Philippines: 6
Spain: 6
Brazil: 5
Croatia: 5
France: 5
Indonesia: 5
Italy: 5
New Zealand: 5
Poland: 5
Thailand: 5
China: 4
Finland: 4
Latvia: 4
Saudi Arabia: 4
Turkey: 4
United Arab Emirates: 4
Chile: 3
Ghana: 3
Hungary: 3
Lithuania: 3
Nigeria: 3
Qatar: 3
Romania: 3
Singapore: 3
Other: 38

By Continent

Africa: 33
Asia: 99
Europe: 205
North America: 41
Oceania: 11
South America: 15

International, intercultural, Interdisciplinary,

iafor

Become an IAFOR Member

IAFOR provides an excellent personal and professional environment for academics and scholars of all ages and backgrounds to come together and exchange the latest ideas, and inform each other's perspectives through their own cultural and disciplinary background and experiences. We are able to do this thanks to the exceptional network of individuals and institutions around the world who support our work and help shape our exceptional events globally. We emphasise the nurturing and supporting of young academics from different backgrounds, providing mutual advice and guidance, and offer more senior academics the chance to forge working relationships outside of their traditional networks.

In a world where division and strife are underlined and played up in national and local contexts, and political posturing frequently seeks to ostracise and demonise, IAFOR is committed to working across cultural and national borders, and to work to bring people together. We believe that mature human interaction and academic and cultural exchange are essential to offering positive versions of the future, where cooperation happens with individuals and institutions who share a commitment to bridge divides, to being good global citizens, and to making the world a better place.

By becoming a member, you will become a stakeholder in the IAFOR mission of facilitating international exchange, encouraging intercultural awareness, and promoting interdisciplinary discussion in the hope and expectation of generating and sharing new knowledge. Join us now in this growing global organisation, and help make a difference today.

To learn more about IAFOR membership, please visit:

www.iafor.org/membership

Instagram

2nd Floor
2ÈME ÉTAGE

AMPHITHÉÂTRE LAVOISIER BALCON

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232 233 234 269

GALERIE

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1st Floor
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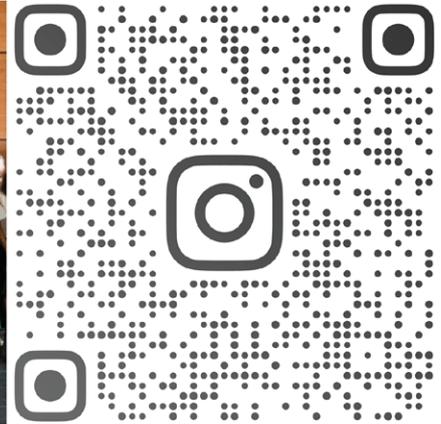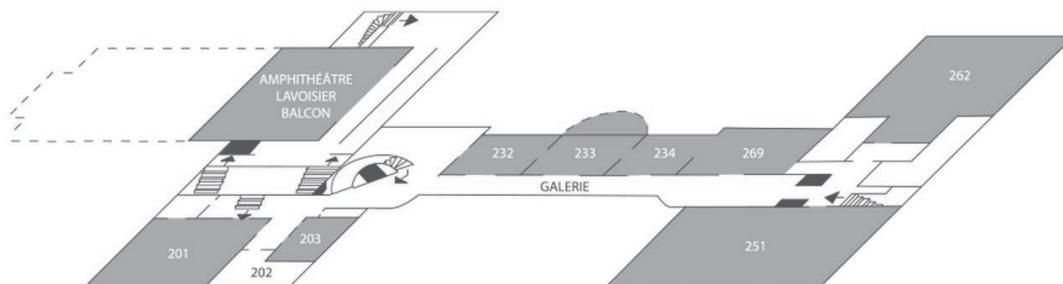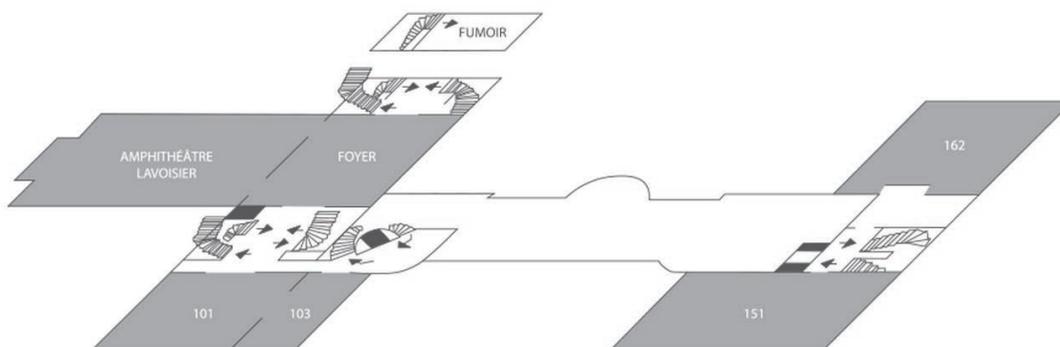
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REZ-DE-CHAUSSÉE

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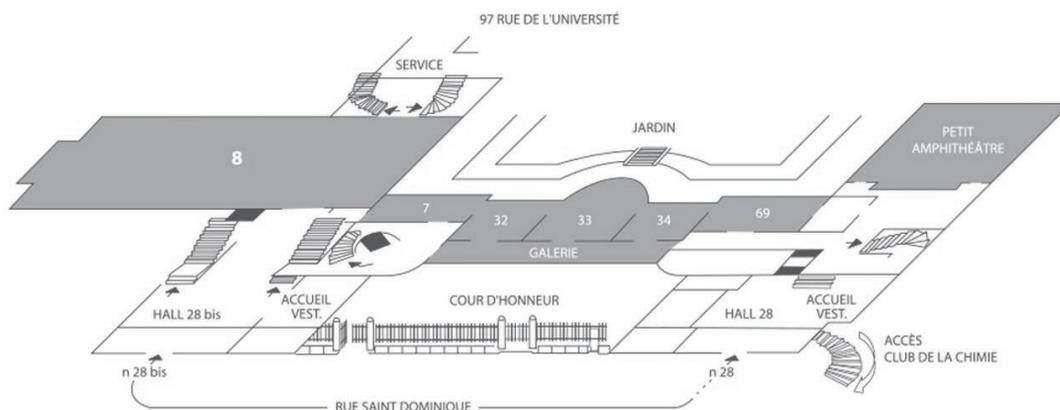
Thursday at a Glance

15:00-17:00   **Pre-Conference Tour**
Palais Garnier Opera House - *this is a separate ticketed event*

The Palais Garnier is an iconic representation of Paris's artistic and architectural grandeur, inaugurated in 1875. Designed by Charles Garnier, this world-famous opera house boasts a luxurious "Baroque Revival" style, with intricate marble details and a ceiling painted by Chagall. Its stage has welcomed countless unforgettable performances. This pre-conference guided tour offers a chance for delegates to explore the opera house's grand staircase, massive auditorium, and lavishly decorated Grand Foyer, housing a rich collection of art.

Friday at a Glance

14:00-14:30   Conference Registration & Coffee | 2F

14:30-14:45   **Welcome Address & Recognition of Scholarship Winners | Salle 262**
Joseph Haldane, The International Academic Forum (IAFOR), Japan
Georges Depeyrot, Centre National de Recherche Scientifique, France

14:45-15:15   **Keynote Presentation | Salle 262**
There is No New Normal
Donald E. Hall, Binghamton University, United States

15:15-16:05   **Keynote Presentation | Salle 262**
Things Matter
Bruce Brown, Royal College of Art, United Kingdom

16:05-16:15   Conference Photograph | Salle 251

16:15-16:45   Coffee Break | Salle 251

16:45-17:45   **Featured Panel Presentation | Salle 262**
Diplomatic Tables: Food, Wine, Politics and Culture
Jeannie Cho Lee, Hong Kong Polytechnic University, Hong Kong
Jasper Morris, *Inside Burgundy*, United Kingdom
Daisuke Utagawa, Daikaya, United States
Joseph Haldane, IAFOR, Japan (Moderator)

17:45-18:45   **Conference Poster Session & Welcome Reception | Salle 251**

20:30-22:30   **Conference Dinner | Le Procope**
The conference dinner will be held at the legendary Le Procope,
Paris's oldest café. This is a separate ticketed event.
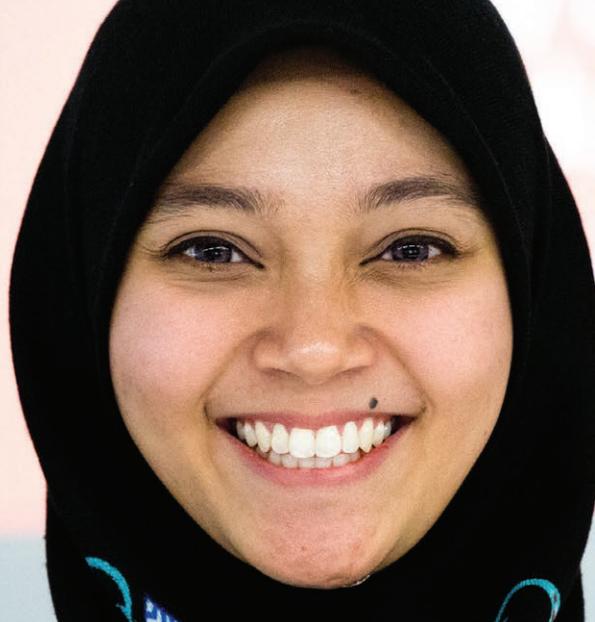
June 17 | All times are Central European Summer Time (UTC+2)
Saturday at a Glance

08:30-09:00   Conference Registration & Coffee | 2F

09:00-10:40   **Onsite Parallel Presentation Session 1**
Salle 232: Media, Film Studies, Theatre, Communication
Salle 233: Teaching Experiences, Pedagogy, Practice & Praxis
Salle 234: Learning Experiences, Student Learning & Learner Diversity
Salle 269: Design, Implementation & Assessment of Innovative Technologies in Education
Salle 203: Counselling, Guidance & Adjustment in Education
Salle 103: Education, Sustainability & Society: Social Justice, Development & Political Movements
Salle 201: Workshop Session: Teaching Experiences, Pedagogy, Practice & Praxis

10:40-10:55   Coffee Break | Salle 251

10:55-12:10   **Onsite Parallel Presentation Session 2**
Salle 232: Interdisciplinary Humanities
Salle 233: Teaching and Learning
Salle 234: Learning Experiences, Student Learning & Learner Diversity
Salle 269: Higher Education
Salle 203: Adult & Lifelong Learning
Salle 103: Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability
Salle 201: Workshop Session: Learning Experiences, Student Learning & Learner Diversity

12:10-13:10   Lunch Break

Saturday at a Glance (cont'd)

13:10-14:00   **Onsite Parallel Presentation Session 3**
Salle 232: Cyberspace, Technology
Salle 233: First Nations and Indigenous Peoples
Salle 234: Learning Experiences, Student Learning & Learner Diversity
Salle 269: Educational Policy, Leadership, Management & Administration
Salle 203: Assessment Theories & Methodologies
Salle 103: Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability
Salle 201: Workshop Session: Social, Political and Community Agendas in the Arts

14:00-14:15   Coffee Break | Salle 251

14:15-15:30   **Onsite Parallel Presentation Session 4**
Salle 232: Performing Arts Practices: Theater, Dance, Music
Salle 233: Literature/Literary Studies
Salle 234: Adult, Lifelong & Distance Learning
Salle 269: Higher Education
Salle 203: Knowledge Creation, Preservation & Access: Curation, Librarianship, Information & Archival Science
Salle 103: Educational Research, Development & Publishing
Salle 201: Workshop Session: Adult, Lifelong & Distance Learning

15:30-15:45   Coffee Break | Salle 251

[The presentation schedule continues on the following page.]

Saturday at a Glance (cont'd)

15:45-17:00   **Onsite Parallel Presentation Session 5**
Salle 232: Visual Arts Practices
Salle 233: Interdisciplinary Arts and Humanities
Salle 234: Foreign Languages Education & Applied Linguistics
Salle 269: Higher Education
Salle 203: Curriculum Design & Development
Salle 103: Higher Education
Salle 201: Workshop Session: Professional Training, Development
& Concerns in Education

17:00-17:15   Coffee Break | Salle 251

17:15-18:55   **Onsite Parallel Presentation Session 6**
Salle 232: Social, Political and Community Agendas in the Arts
Salle 233: Teaching Experiences, Pedagogy, Practice & Praxis
Salle 234: Teaching Experiences, Pedagogy, Practice & Praxis
Salle 269: Teaching Experiences, Pedagogy, Practice & Praxis
Salle 203: Interdisciplinary, Multidisciplinary & Transdisciplinary Education
Salle 103: Teaching Experiences, Pedagogy, Practice & Praxis
Salle 201: Workshop Session: Nurturing Creativity & Innovation:
New, Innovative & Radical Education

Sunday at a Glance

08:30-09:00   Conference Registration & Coffee | 2F

09:00-10:40   **Onsite Parallel Presentation Session 1**
Salle 232: Language Development & Literacy
Salle 233: Professional Training, Development & Concerns in Education
Salle 234: Challenging & Preserving: Culture,
Inter/Multiculturalism & Language
Salle 269: Education, Sustainability & Society: Social Justice,
Development & Political Movements
Salle 203: Design, Implementation & Assessment of Innovative
Technologies in Education
Salle 103: Design, Implementation & Assessment of Innovative
Technologies in Education

10:40-10:55   Coffee Break | Salle 251

10:55-12:10   **Onsite Parallel Presentation Session 2**
Salle 232: Language, Linguistics
Salle 233: History, Historiography
Salle 234: Foreign Languages Education & Applied Linguistics
Salle 269: Educational Policy, Leadership, Management & Administration
Salle 203: Educational Research, Development & Publishing
Salle 103: Teaching Experiences, Pedagogy, Practice & Praxis

12:10-13:10   Lunch Break

[The presentation schedule continues on the following page.]

June 18 | All times are Central European Summer Time (UTC+2)
Sunday at a Glance (cont'd)

13:10-14:25   **Onsite Parallel Presentation Session 3**
Salle 232: Aesthetics, Design
Salle 233: Science, Environment and the Humanities
Salle 234: Higher Education
Salle 269: Higher Education
Salle 203: No Sessions
Salle 103: No Sessions

14:25-14:40   Coffee Break | Salle 251

14:40-15:55   **Onsite Parallel Presentation Session 4**
Salle 232: No Sessions
Salle 233: Challenging & Preserving: Culture,
Inter/Multiculturalism & Language
Salle 234: Higher Education
Salle 269: Educational Policy, Leadership, Management & Administration
Salle 203: Primary & Secondary Education
Salle 103: Interdisciplinary, Multidisciplinary & Transdisciplinary Education

15:55-16:10   Coffee Break | Salle 251

Sunday at a Glance (cont'd)

16:10-17:50   **Onsite Parallel Presentation Session 5**
Salle 232: Ethnicity, Difference, Identity
Salle 233: Mind, Brain & Psychology
Salle 234: Professional Training, Development & Concerns in Education
Salle 269: Education, Sustainability & Society: Social Justice, Development & Political Movements
Salle 203: Design, Implementation & Assessment of Innovative Technologies in Education
Salle 103: Teaching Experiences, Pedagogy, Practice & Praxis

17:50-18:00   **Onsite Closing Session | Salle 233**

June 19 | All times are Central European Summer Time (UTC+2)
Monday at a Glance

08:55-09:00   **Message from IAFOR**

09:00-10:40   **Online Parallel Presentation Session 1**
Room A: Literature/Literary Studies
Room B: Interdisciplinary Arts, Media and Culture
Room C: No Sessions

10:40-10:55   Break

10:55-12:10   **Online Parallel Presentation Session 2**
Room A: Teaching Experiences, Pedagogy, Practice & Praxis
Room B: Interdisciplinary Education
Room C: Curriculum Design & Development

12:10-12:25   Break

12:25-13:15   **Online Parallel Presentation Session 3**
Room A: Challenging & Preserving: Culture,
Inter/Multiculturalism & Language
Room B: Assessment Theories & Methodologies
Room C: Curriculum Design & Development

13:15-13:30   Break

13:30-14:45   **Online Parallel Presentation Session 4**
Room A: Teaching Experiences, Pedagogy, Practice & Praxis
Room B: Interdisciplinary Education
Room C: Interdisciplinary Education

Monday at a Glance (cont'd)

14:45-15:00   Break

15:00-16:15   **Online Parallel Presentation Session 5**
Room A: Teaching Experiences, Pedagogy, Practice & Praxis
Room B: Interdisciplinary Education
Room C: Foreign Languages Education & Applied Linguistics

16:15-16:20   **Message from IAFOR**

General Information

Registration Desk

You will be able to pick up your name badge at the Conference Registration Desk at the times listed below.

Friday, June 16 | 14:00-18:00 – Maison de la Chimie, 2F
Saturday, June 17 | 08:30-18:30 – Maison de la Chimie, 2F
Sunday, June 18 | 08:30-17:30 – Maison de la Chimie, 2F
Monday, June 19 | No in-person registration

If you have any questions or concerns, IAFOR staff and volunteers will happily assist you in any way they can.

## Name Badges

Wearing your badge is required for entrance to the sessions. You must wear your badge at all times.

Online Schedule

The full conference schedule (including abstracts) and conference programme are available on the conference website.

Conference Survey

Please take a few moments to fill out our conference survey at the end of the conference.

Schedule

Conference Survey

General Information

Refreshment Breaks

Complimentary coffee, tea, water, and occasional light snacks will be available during the scheduled coffee breaks.

Connecting to WiFi

There is a free Wi-Fi internet connection at the conference venue. However, this can be unreliable so we would strongly suggest that you do not rely on a live connection for your presentation.

Photo/Recording Waiver

Human interaction through networking, and dissemination of this knowledge, is at the core of what IAFOR does as an academic research organisation, conference organiser and publisher. As part of the archiving of the conference event, IAFOR takes photos in and around the conference venue, and uses the photos to document the event. This also includes the filming of certain sessions. We consider this documentation important and it provides evidence of our activities to members, partners and stakeholders all over the world, as well as to current and potential attendees like you. Some of these photos will therefore appear online and in print, including on social media. The above are the legitimate interests of the organisation that we assert under the European Union law on General Data Protection Regulation (GDPR). Under this legislation, you have an absolute right to opt out of any photo. We are committed to protecting and respecting your privacy.
Read our full privacy policy – **www.iafor.org/about/privacy-policy**

Conference Proceedings

IAFOR Conference Proceedings are Open Access research repositories that act as permanent records of the research generated by IAFOR conferences. The Conference Proceedings are published on the IAFOR Research Archive (papers.iafor.org). All accepted authors who present at the conference may have their full paper published in the online Conference Proceedings.

Full text submission is due by July 23 2023, through the online system. The proceedings will be published on August 21, 2023.

Conference Catch-up

All Keynote Presentations and Monday's live-streamed sessions will be recorded and uploaded to the Conference Catch-up page (video-on-demand) via Vimeo. The catch-up page will be publicly available after the conference.

Pre-Recorded Virtual Presentations & Virtual Poster Presentations

A full list of pre-recorded virtual video presentations and virtual poster presentations will be on the conference website during and after the conference. We encourage you to watch these presentations and provide feedback through the video comments.

Catch-Up

Virtuals

IAFOR Journals

IAFOR publishes several editorially independent, Open Access journals across a variety of disciplines. They conform to the highest academic standards of international peer review, and are published in accordance with IAFOR's commitment to make all of our published materials available online.

How are papers submitted?

Submissions should be original, previously unpublished papers which are not under consideration for publication in any other journal. All articles are submitted through the submission portal on the journal website and must conform to the journal submission guidelines.

How does IAFOR ensure academic integrity?

Once appointed by IAFOR's Publications Committee, the Journal Editor is free to appoint his or her own editorial team and advisory members, who help to rework and revise papers as appropriate, according to internationally accepted standards. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. Neither editors nor members of the editorial team are remunerated for their work.

Where are the journals indexed?

IAFOR Journals are indexed in Scopus, DOAJ, ERIC, MIAR, TROVE, CiteFactor and EBSCO, SHERPA/ROMEO and Google Scholar. DOIs are assigned to each published issue and article via Crossref. Please note that indexing varies from journal to journal.

What's the reach?

Each of our journal issues is viewed thousands of times a month and the articles are frequently cited by researchers the world over, largely with thanks to our dedicated marketing efforts. Each issue is promoted across our social media platforms and to our tailored email marketing lists. On average, each journal publishes biannually.

What's the cost?

IAFOR Journals are Open Access publications, available online completely free of charge and without delay or embargo. Authors are not required to pay charges of any sort towards the publication of IAFOR Journals and neither editors nor members of the editorial boards are remunerated for their work.

How are IAFOR Journals related to IAFOR Conferences and Conference Proceedings?

IAFOR Journals reflect the interdisciplinary and international nature of our conferences and are organised thematically. A presenter can choose to publish either in Conference Proceedings or submit their manuscript to the corresponding IAFOR Journal for review.

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities
IAFOR Journal of Cultural Studies
IAFOR Journal of Education
IAFOR Journal of Literature & Librarianship
IAFOR Journal of Psychology & the Behavioral Sciences

If you would like more information about any of IAFOR's publications, please contact publications@iafor.org

PCE/PCAH2023
Academic Grant & Scholarship Recipients

IAFOR's grants and scholarships programme provides financial support to PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity. Scholarships are awarded based on availability of funds from IAFOR and vary with each conference. Find out more about IAFOR grants and scholarships: **www.iafor.org/financial-support**

Our warmest congratulations go to the following scholarship recipients who have been selected to receive grants and scholarships to present their research at the conference.

Franciscah Omukiti (Oral Presentation)
IAFOR SCHOLARSHIP Recipient
69453 | *The Role of Women Self Help Groups (Chama) in Empowering Rural Women in Kenya*

Ms Franciscah Anyona Omukiti is currently a Doctoral student at the University of Tsukuba, Japan. Her research is centred on gender equality, women empowerment, rural sustainable development, and household food security.

Wenxian Zhang (Live-Stream Presentation)
IAFOR SCHOLARSHIP Recipient
70601 | *Rethinking "Accent" and "Accented Cinema" in Sinophone East Asia: Border-crossing Filmmaking by Zhang Lu*

Wenxian Zhang is a PhD student of East Asian Languages & Cultures Department at University of Southern California. Her interests include borders and borderlands in Asia.

Asma Khethail (Oral Presentation)
IAFOR SCHOLARSHIP Recipient
69288 | *Examining the Nature, Consistency, and Perplexity of Principals' Decision-making Processes: A Policy and Ethical Perspective*

Ms Asma Khethail is currently a school principal in high school and PhD student at UAE University, United Arab Emirates.

Cinzia Di Placido (Virtual Presentation)
IAFOR SCHOLARSHIP Recipient
69321 | *Raise Your Voice: Students with Learning Disabilities' Perspectives About Their Science Learning*

Ms Cinzia Di Placido is currently a PhD student at McGill University in the Department of Integrated Studies in Education. Cinzia is interested in exploring disability studies and STEM education during her doctoral studies.

Zeynep Ekin Çelik (Live-Stream Presentation)
IAFOR SCHOLARSHIP Recipient
69351 | *The Influence of Peer-interaction on Middle School Students' Learning Motivation*

Ms Zeynep Ekin Celik is a part-time English Language Instructor at TOBB University of Economics and Technology, Department of Foreign Languages, Turkey and was previously a secondary school teacher at private institutions in Turkey.
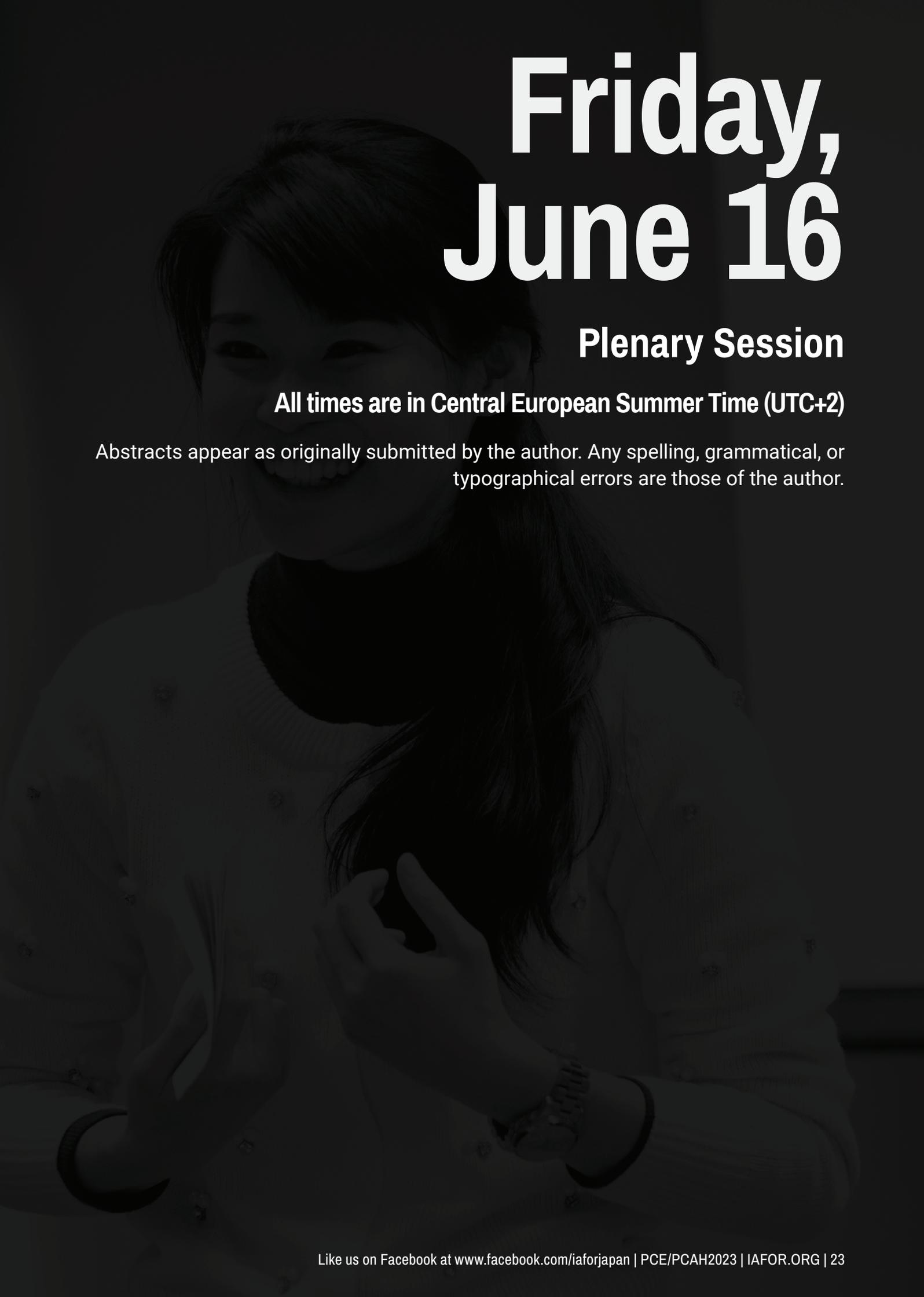
Friday, June 16

Plenary Session

All times are in Central European Summer Time (UTC+2)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.
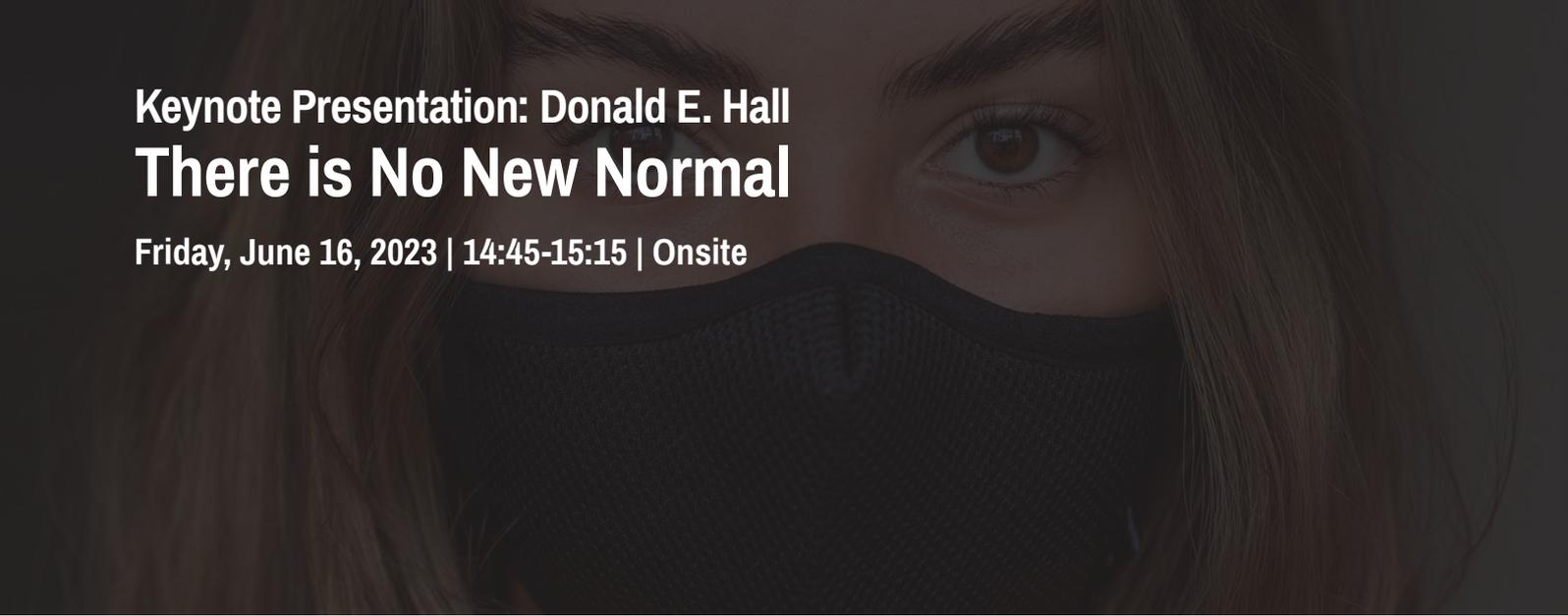
Keynote Presentation: Donald E. Hall
There is No New Normal

Friday, June 16, 2023 | 14:45-15:15 | Onsite

As we emerge from COVID and the requirements we all endured for masking, distancing, and curtailed travel, we have heard regularly that we have now entered a post-COVID "new normal." That term begs the question, of course, of what "old normal" is being referred to and how precisely we have deviated from it. It further obscures the fact that the queer theorist Michael Warner, in The Trouble with Normal from a quarter-century ago, rejected the whole notion of "normality," arguing that as a term, it has been used primarily as a means to assert control by dominant powers - normalising their interests - rather than to capture a widely common or desirable way of being.

So, was there in the years immediately pre-COVID a static and definable "normal" that then evolved radically into a "new" state over just 24 months or so? To put it bluntly, "no." The U.S.-based Pew Research Center has joined others in addressing this topic directly, concluding that our supposed "new normal" is really only an intensification of trends already present well before the pandemic: worsening social inequality, deepening mistrust of authority, science, and fact, and a turn toward authoritarianism as populations reject diversity, inclusion, and demands for social justice. Yes, we may have seen an appreciable uptick in remote work and online delivery of education, but even those simply meant more isolation and less immediate interaction with those unlike ourselves, and therefore worsened all of the social threats just mentioned.

To proclaim a "new normal" is at best a form of wishful thinking that a definitive break has occurred with a past that is viewed most often with nostalgia but at other times with distaste or condescension. It absolves us from reckoning with long-standing injustice and our own culpability in entrenched patterns of violence against the disenfranchised. It allows us to see ourselves and our quotidian lives as having endured something cataclysmic, emerging then phoenix-like, changed irrevocably. If we are living in the "new," then we no longer have to reckon with the "old," including long-standing and continuing crimes against others' selfhoods. The concept of a "new normal," in effect, absolves us of responsibility.

Instead of wasting time by celebrating or reviling a "new normal," we should work instead to document the trends that the pandemic magnified and trace down the intensified threats to civil society and economic security that have arisen because of or in response to the pandemic. This does not hinge on the concept of anything radically "new," rather it posits an incrementalist model of deepening fears of difference and desperate reassertions of old ideologies—a toxic, continuing normalisation of intolerance and indifference. As U.S. politicians wage renewed war on transgender youth and what they deride as "critical race theory" and "woke" culture, the old norms seem very much alive and all too present.

Donald E. Hall

Donald E. Hall is Provost and Executive Vice President for Academic Affairs at Binghamton University (SUNY), United States. He was formerly Dean of the Faculty of Arts, Sciences, and Engineering at the University of Rochester, United States, and held a previous position as Dean of Arts and Sciences at Lehigh University, USA. Provost Hall has published widely in the fields of British Studies, Gender Theory, Cultural Studies, and Professional Studies. Over the course of his career, he served as Jackson Distinguished Professor of English and Chair of the Department of English (and previously Chair of the Department of Foreign Languages) at West Virginia University. Before that, he was Professor of English and Chair of the Department of English at California State University, Northridge, where he taught for 13 years. He is a recipient of the University Distinguished Teaching Award at CSUN, was a visiting professor at the National University of Rwanda, was Lansdowne Distinguished Visiting Scholar at the University of Victoria (Canada), was Fulbright Distinguished Chair in Cultural Studies at Karl Franzens University in Graz, Austria, and was Fulbright Specialist at the University of Helsinki. He has also taught in Sweden, Romania, Hungary, and China. He served on numerous panels and committees for the Modern Language Association (MLA), including the Task Force on Evaluating Scholarship for Tenure and Promotion, and the Convention Program Committee. In 2012, he served as national President of the Association of Departments of English. From 2013-2017, he served on the Executive Council of the MLA.

His current and forthcoming work examines issues such as professional responsibility and academic community-building, the dialogics of social change and activist intellectualism, and the Victorian (and our continuing) interest in the deployment of instrumental agency over our social, vocational, and sexual selves. Among his many books and editions are the influential faculty development guides, *The Academic Self* and *The Academic Community*, both published by Ohio State University Press. *Subjectivities* and *Reading Sexualities: Hermeneutic Theory and the Future of Queer Studies* were both published by Routledge Press. Most recently he and Annamarie Jagose, of the University of Auckland, co-edited a volume titled *The Routledge Queer Studies Reader*. Though he is a full-time administrator, he continues to lecture worldwide on the value of a liberal arts education and the need for nurturing global competencies in students and interdisciplinary dialogue in and beyond the classroom.

Professor Donald E. Hall is a Vice-President of IAFOR. He is Chair of the Arts, Humanities, Media & Culture division of the International Academic Advisory Board.

Material things matter. Without them we would not have the means to reify our abstract thoughts and experiences — to 'anchor' them in the physical world. But, in recent years, the ubiquitous presence of material things in our lives (but not their role or value) has come under fire. For many, the legacy of industrial manufacture and marketing has left us with a consumer culture that exploits the resources of our natural world in order to produce disposal goods of little value that soon end up in landfill. Perhaps, in response to this, a new generation of digital natives has sought to democratise the means by which virtual surrogates are produced and distributed—and, in the process, reduce toxic waste and damage to the environment. This presentation will consider the space between these two extremes and the intrinsic value of material things as essential elements in the fabric of our individual and collective lives.
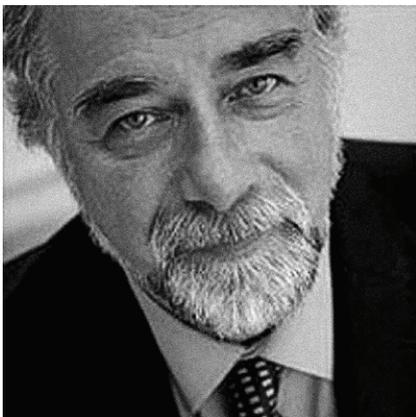
Bruce Brown

Bruce Brown was educated at the Royal College of Art in London where he is currently Visiting Professor. Until 2016, Bruce was Pro-Vice-Chancellor (Research) and Professor of Design at the University of Brighton. For twenty years previously he was Dean of the university's Faculty of Arts & Architecture. In 2018 Bruce was appointed by the University Grants Committee of the Hong Kong Specialist Administrative Region of the People's Republic of China to Chair the assessment panels for Visual Arts, Design, Creative Media in the Hong Kong Research Assessment Exercise 2020. Prior to this he was appointed by the UK Funding Councils to Chair Main Panel D in the 2014 UK Research Excellence Framework. Prior to this he chaired Main Panel O in the 2008 Research Assessment Exercise. Bruce served as a member of the Advisory Board of the UK Arts and Humanities Research Council and has advised international organisations including the Hong Kong Council for Academic Accreditation and the Qatar National Research Fund. Bruce chaired the Portuguese Government's Fundação para a Ciência ea Tecnologia Research Grants Panel [Arts] and was one of four people invited by the Portuguese Government to conduct an international review entitled *Reforming Arts and Culture Higher Education in Portugal*. He has served as Trustee and Governor of organisations such as the Art's Council for England's South East Arts Board, the Ditchling Museum and Shenkar College of Design and Engineering, Tel Aviv. Bruce is an Editor of *Design Issues Research Journal* (MIT), an Honorary Fellow of the Royal College of Art and a Life Fellow of the Royal Society of Arts.

Featured Panel Presentation: Jeannie Cho Lee, Jasper Morris, Daisuke Utagawa & Joseph Haldane (Moderator)

Diplomatic Tables:
Food, Wine, Politics and Culture

Friday, June 16, 2023 | 16:45-17:45 | Onsite

Food and wine are boundary-traversing languages that shape our understanding of and relationship with the world. In the world of culinary diplomacy, France is a superpower, and exercises outsized influence, and in this panel, we will look at how France has played and continues to play an important role in educating, training and quality assurance, and how other countries engage around food, sometimes contentiously.

Like other forms of cultural diplomacy, culinary diplomacy requires skill and knowledge of chefs and food experts who communicate their own country's history and culture through gastronomy. However, it is also at the level of "ordinary" people engaging around the food and drink that they love, and the personal vulnerability that exists in sharing their own "soul food".

Food and drink are conduits that connect people and societies in ways conventional diplomacy between countries cannot. Whether as an ordinary tourist, or as a leader of a country, individuals taste and digest, both literally and metaphorically, the culture, history, and politics of other countries.

In this panel, three different professionals from three different nationalities, but with a shared love and professional interest in French cuisine and wine, talk about their relationship with food and wine, in this exciting international, intercultural and interdisciplinary space.

Jeannie Cho Lee

Jeannie Cho Lee is the first Asian Master of Wine, an award-winning author of 3 books, wine judge, educator and consultant. She was awarded the Legion of Honor for her contributions to French gastronomy and wine in 2021 by the President of France. In 2015, Jeannie was selected as one of the top 100 most influential people in Hong Kong by the *South China Morning Post* and *Debrett's*, and voted the 25th most powerful person in wine by *Decanter* magazine (UK). She is currently a professor at the Hong Kong Polytechnic University's School of Hotel and Tourism Management where she received a Doctor of Philosophy (Ph.D.) in marketing and branding. Jeannie also holds a Master's degree in Public Policy from Harvard University, a Bachelor of Arts degree from Smith College in Political Science/International Relations, and a Certificat de Cuisine from Cordon Bleu. She consults for several hospitality groups such as Resorts World Singapore and has been the wine consultant for Singapore Airlines since 2009.

Jasper Morris

Jasper, a native of Hampshire, United Kingdom, preferred to immerse himself in the field of wine rather than follow the family occupation of law.

Having created his own importing company in 1981, Morris & Verdin Ltd, he became a specialist in the wines of Burgundy. He became a Master of Wine in 1985, bought a house near Beaune in 1991, and published his book *Inside Burgundy* in 2010 (second edition 2021). Both editions were awarded the André Simon prize.

Having sold his company to Berry Bros & Rudd in 2003, with whom he stayed until 2017, Jasper decided to leave the world of commerce so as to better understand what was going on in his favourite region and to find further ways to transmit this knowledge – hence the website Jasper Morris *Inside Burgundy*, www.insideburgundy.com.

Jasper, elected Chevalier de l'Ordre de Mérite Agricole in 2005, is also a consultant for the Hospices de Beaune wine auction since 2016, first with Christie's and now with Sotheby's.

Daisuke Utagawa

Born in Tokyo, Daisuke Utagawa first came to Washington, D.C. with his father in 1969 where he attended school in Bethesda, Maryland. Utagawa returned to Japan in 1972 to finish his education, and began an apprenticeship in 1980 where he learned the art of traditional Japanese culinary technique from a master chef. In 1983, Utagawa returned to D.C. and started working as a sushi chef at the original Sushiko before purchasing the restaurant in 1988. Utagawa has since spent many years studying the "Cuisine of Subtraction" and, as the Creative Director, applies what he's learned to Sushiko's entire experience. Now a US citizen, Utagawa lives in D.C. with his wife and children and continues his work as a renowned restaurateur with Sushiko and his ramen shop and izakaya, Daikaya.

Joseph Haldane

Joseph Haldane is the Founder, Chairman and CEO of IAFOR. He is responsible for devising strategy, setting policies, forging institutional partnerships, implementing projects, and overseeing the organisation's global business and academic operations.

Dr Haldane's research and teaching is on history, politics, international affairs and international education, as well as governance and decision making, and he is a Member of the World Economic Forum's Expert Network for Global Governance. Since 2015 he has been a Guest Professor at the Osaka School of International Public Policy (OSIPP) at Osaka University, where he teaches on the postgraduate Global Governance Course, and, since 2017, Co-Director of the OSIPP-IAFOR Research Centre, an interdisciplinary think tank situated within the University.

In 2020 Dr Haldane was appointed Honorary Professor of UCL (University College London), through the Bartlett School of Sustainable Construction. He holds Visiting Professorships in the Faculty of Philology at the University of Belgrade, and at the Doshisha Business School in Kyoto, where he teaches Ethics and Governance on the MBA, and is a member of the Value Research Center. He is also a Member of the International Advisory Council of the Department of Educational Foundations at the University of Hawai'i Mānoa. [Dr Haldane's biography continues on the following page.]

Professor Haldane has given invited lectures and presentations to universities and conferences globally, including at the United Nations Headquarters in New York, and advised universities, NGOs and governments on issues relating to international education policy, public-private partnerships, and multi-stakeholder forums. He was the project lead on the 2019 Kansai Resilience Forum, held by the Japanese Government through the Prime Minister and Cabinet Office, and oversaw the 2021 Ministry of Foreign Affairs commissioned study on Infectious Diseases on Cruise Ships.

Dr Haldane has a PhD from the University of London Institute in Paris in 19th-century French Studies, and has had full-time faculty positions at the Université Paris-Est Créteil, Sciences Po Paris, and Nagoya University of Commerce and Business, as well as visiting positions at the French Press Institute in the Université Paris-Panthéon-Assas, and the schools of Journalism at both Sciences Po Paris, and Moscow State University.

From 2012-2014, Dr Haldane served as Treasurer of the American Chamber of Commerce in Japan (Chubu), and since 2015 has been a Trustee of HOPE International Development Agency (Japan). He was elected Fellow of the Royal Asiatic Society in 2012 and the Royal Society of Arts in 2015. He lives in Japan and holds a black belt in Judo.

Notes

Poster Presentations

17:45-18:45 | Salle 251 (2F)
Friday Poster Session

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

Friday Poster Session

Adult, Lifelong & Distance Learning
71267 | *The Relationship of Self-Learning Competences and Work Experience of Non-Traditional Students in a Blended Learning Environment*
Maxi Eileen Brausch-Böger, Technical University Munich, Germany

This study investigates the learning behavior of non-traditional students during their first semester in a new part-time master's program, which is conducted in a blended learning format and designed for international professionals in the field of vocational education. A prerequisite for the program is at least one year of relevant work experience. The research was designed as a mixed-methods approach using a questionnaire survey and interview study to evaluate the relationship between the self-learning competences and work experience of the participants. The quantitative survey took place at the beginning and end of the first semester, all students were asked to participate. The qualitative part consisted of three interviews with five selected students before, during, and at the end of the semester. For both approaches, research focused on individual facets of self-learning competences, such as methodological, personal, and emotional competences, as well as various criteria of work experience. Research findings indicate that the methodological competences of students negatively correlate with their total work experience in years, number of individual tasks, job and organization tenure. Differences were found especially for participants with more and less than 15 years of work experience. The results also confirm a change in students' personal and emotional competences after the first semester. Lastly, interviews revealed direct and indirect effects of the learning processes related to student's workplaces. The interviewees reported vertical and horizontal learning transfer due to the blended learning course, which, however, is dependent on the type of organization and occupational field.

Arts - Other Arts
70813 | *Hunting Scenes and the Zodiac Signs in the Medieval Georgian Sculpture*
Nino Goderdzishvili, Georgian National Museum, Georgia

Images of hunting scenes play an important role in Georgian cultural heritage. We find these themes, in various forms and interpretations, in almost every century from V to XVIII. There is an interesting aspect of medieval relief sculpture - the "hunter" involved in hunting compositions often. Reveals a connection with the zodiac Sagittarius (e.g., Oshki). In addition, in the façade decoration of cathedrals, "archers" were inserted independently (e.g., Tkhaba-Yerdy). Similar compositions can be found mainly in the X-XI centuries, when we consider the Georgian medieval manuscripts and other examples (we also find astrological signs in "The Knight in the Panther's Skin"), which confirm that the signs of the zodiac in medieval Georgia were tolerated by the Georgian Church (e.g., 1188-1210 AA-65, late painting of Svetitskhoveli Cathedral (XVII c.)). Interestingly, the signs of the zodiac appear on European churches in the XI-XII centuries (in France, Britain, Italy and Spain) depicting the corresponding works of the month; however, unlike in European art, in Georgian art they are related to hunting scenes or are expressed independently. The scientific novelty of the research is the connection of the "hunter-archer" with the zodiac. The study of which revealed completely new signs of the iconographic scheme of St. Eustatius. It is also a scientific novelty to draw parallels between Georgian reliefs and Western European compositions (e.g., St. Hubert's hunting scenes and zodiac signs). A comprehensive study of Georgian-French material will show this direction of Georgian art in the context of broader geographical and world art history.

Arts - Visual Arts Practices
71385 | *Virtual Fashion and Creativity: Examining the Relationship Between Technology and Artistry in Fashion Design*
Mengyuan Wang, University of Surrey, United Kingdom

Virtual fashion design is becoming a more crucial tool for fashion professionals as the fashion business continues to change. This essay examines how technology and creativity interact in the field of fashion design, with a particular emphasis on how virtual fashion affects the creative process. Therefore, the history and development of fashion design are briefly discussed in the first portion of this essay, with an emphasis on how technology has shaped the field. The second section of the essay delves into the creative process of virtual fashion design and the exceptional opportunities it provides for designers to experiment with new materials, colors, textures, and fashion trends. The final part of the essay investigates how virtual fashion has affected fashion design artistry. Overall, this essay makes the case that virtual fashion design has the power to transform the fashion business by opening up new avenues for innovation and creativity. It underlines how using technology to enhance traditional creativity in fashion design is important rather than replacing it.

Assessment Theories & Methodologies
68610 | *Development and Construction of a Standardized Assessment Database of Mathematics for Fourth to Eighth Grades*
Chien-Ming Cheng, National Academy of Educational Research, Taiwan

The main purpose of math courses or teaching research is to promote student learning outcomes, and it is crucial to evaluate whether the controlled variables in the study help student learning outcomes through a reliable and standardized assessment tool. The research purpose is to use two years to utilize the test items and parameters released by international large-scale education tests such as TIMSS and PISA, as well as the test items and answer data from domestic county-level proficiency tests, and the math unit test items developed by the researchers over the years, a total of 590 items suitable for fourth to eighth grade students. By using 154 of these items to administer a test and analyzing and equating them, the study have currently established a database of 182 test item parameters. The study will continue to analyze and equate the remaining 402 items in the future to provide research needs for math education researchers. Use the appropriate test items in the database to administer pre- and post-tests or long-term follow-up tests, and analyze them as a means of evaluating student learning outcomes.

17:45-18:45 | Salle 251 (2F)
Friday Poster Session

71328 | *Assessment of STEM Competencies – Systematic Overview of Model Solution and Practices*
Nadezhda Kaloyanova, Assen Zlatarov University, Bulgaria

STEM competencies are defined as a generalized construct with many varying components that can be differentiated into two main groups: knowledge, attitudes and values associated with the STEM disciplines and skills to apply that knowledge, taking account of ethical attitudes and values in order to act appropriately and effectively in a given context. A wide contextual understanding of STEM competence poses a strong challenge to the process of measuring and evaluating students' achievement in STEM. The problem with the measurement of STEM competencies arises both from the authors' ambiguous understanding of the structure and content of STEM competence and from the variety of STEM practices in which goals are set to achieve different levels and aspects of STEM competences. The aim of this study is the main approaches for assessing STEM competencies to be systematize. The research methodology is based on a systematic theoretical analysis and synthesis of three main sources of information on the research topic: official institutional sites that describe policies and tools for introducing STEM learning; publications in specialized scientific literature; practical models for introducing STEM into educational practice. The main criteria for analyzing are the levels and characteristics of the integrated STEM competences and the methods and tools for their assessment. The used research methods are quantitative and qualitative content analysis, analysis of the main factors, comparative analysis. The study is a prerequisite for establishing the achievements and deficits in the assessment of STEM competences with a view to deriving a conceptual framework of an adaptive metric system for measuring and evaluating STEM competences.

Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

71380 | *To Develop a New Schema in Coping with the Cognitive Stereotype Behavior for Autism Spectrum Disorder*
Li-Ju Chen, Graduate Institute of Early Intervention, Taiwan
Hsiang-Lin Chan, Linkou Chang Gung Memorial Hospital, Taiwan

Repeating, fixed and stereotypic actions are the main characteristics of autism spectrum disorder (ASD). This research focused on the cognitive stereotype behavior (CSB), i.e., stereotype behavior that is aroused by one's cognition or thinking. CSB made the ASD themselves and their related person disturbed from life, learning, personal interaction and so on. This research intended to analyze the attributes of CSB and to develop possible strategies of schema reforming when coping with the CSB. After conducting surveys on 141 professionals, this research discovered that: (1) In the intervention program of R-C-Re (recognize the existed stereotype schema, cope with the existed stereotype schema, and reconstructing a cognition schema), 97.8% subjects indicated that an effective schema developed should firstly recognize how CSB formed originally; (2) The schema could be divided into memory schema and skill schema; (3) A new schema developed for a coping behavior could be divided into schema transforming and schema replacing. 87.9% indicated it is a good way to replace with a new schema, and 84.4% indicated it is another good way to transform schema; (4) Some critical strategies are needed to make a new schema: written indicating, concrete explaining, practice with examples and so on. The preliminary phenomenon analyzed in this study confirms that the CSB for ASD can be reconstructed with a proper schema reconstructed program. In that, a structural and long-time program should be developed after scaling the type and characteristic of stereotype schema.

Educational Policy, Leadership, Management & Administration

67766 | *How to Implement Innovative Education in Senior High Schools? From an Entrepreneurial Leadership Perspective*
Weicheng Chien, National Academy for Educational Research, Taiwan

In the rapidly changing global environment, innovative education in senior high schools serves as an important connecting link in the process of cultivating talents, and the leadership of principals is also the core of school reform. Therefore, the purpose of this study is to explore how to develop innovative education in senior high schools through the entrepreneurial leadership of principals. Based on this, this research starts from the concept of entrepreneurial leadership and innovative education, and constructs the indicators of entrepreneurial leadership of senior high school principals. It uses research methods such as expert interviews, expert focus group discussions, and Fuzzy Delphi. The study obtains the following conclusions: 1. The entrepreneurial leadership of senior high school principals can be divided into five dimensions (general entrepreneurial leader behavior, explorer behavior, miner behavior, accelerator behavior, integrator behavior) and 49 indicators; 2. General entrepreneurial leader behavior (GELB) is the most important dimension of the entrepreneurial leadership of senior high school principals; 3. The first three most important indicators belong to the GELB dimension.

71276 | *Enhancement-Led Evaluation Methods in Increasing Involvement in Schools, Providing Real-Time Evaluation and Supporting Systemic Changes*
Hannele Seppälä, Finnish Education Evaluation Council, Finland
Harri Peltoniemi, Finnish Education Evaluation Council, Finland

Complexity and continuous change challenge the traditional evaluation models used in national evaluations. The COVID-19 pandemic has exacerbated the trend of increasing inequalities as well as learning and well-being gaps in education. By developing the approaches and information production of national education evaluations, we can safeguard and promote the realisation of equal opportunities for learning in schools. Enhancement-led evaluation is the main principle of national evaluations in Finland. The Finnish Education Evaluation Centre (FINEEC) has applied and developed the methods of evaluations in all education levels form early childhood education and care to higher education. (FINEEC 2020) An interactive approach, tailored methods, futures consciousness and supporting change are the defining characteristics of FINEEC's evaluations. The theoretical basis for enhancement-led evaluation includes perspectives from participatory approaches and the view that evaluation is a learning process (e.g. Atjonen 2015, Patton 2002, Scriven 1987, Uusikylä 2019). Depending on the objectives and emphases of the individual evaluations, FINEEC uses different frames of reference or their combinations, for example realistic evaluation (Pawson & Tilley 1997, empowerment evaluation (Fetterman &Wandersman 2005), process and project evaluation and impact evaluation. The approach used in the education evaluations must simultaneously be holistic, provide real-time evaluation and support systemic changes. (see e.g Hargreaves 2010) Enhancement-led evaluation is the way to strengthen the formation of ownership and commitment to the implementation of the evaluation and utilization both at schools and in the national development of education system and political decision making.

Friday Poster Session

Ethnicity, Difference, Identity

70686 | *Burden of Care in Minority Groups: The Case of Bedouin-Muslim Mothers of Children Diagnosed with Epilepsy*

Yaacov Bachner, Ben-Gurion University of the Negev, Israel
Tali Shorer, Soroka University Medical Center, Israel
Zamir Shorer, Ben-Gurion University of the Negev, Israel
Offer Edelstein, Ben-Gurion University of the Negev, Israel

Background: A paucity of research exists on caregiving burden (CB) and the factors associated with it among minority groups, such as Bedouin mothers of children diagnosed with epilepsy (CDE). The aim of this study was to explore associations between CB and care-recipients' characteristics, contextual factors, and caregivers' characteristics among those mothers. Methods: A total of 50 mothers completed self-report questionnaires while visiting pediatric neurology outpatient clinic centers, using valid and reliable measures. Results: Bivariate associations were found between social support, number of medications, and CB. General self-efficacy and place of residence emerged as significant predictors of caregiver burden. Conclusions: These findings provide health professionals with a better understanding of the factors that should be assessed in order to address caregiver burden among Bedouin mothers of CDE. Understanding the unique characteristics and culture of the Bedouin community can help professionals in targeting caregivers with a lower sense of self-efficacy, and those that reside in Bedouin cities, in order to reduce their caregiving burden.

Higher Education

69553 | *A Preliminary Study on Teaching with Well-being to Promote Undergraduate Students' Positive Emotions*

Liu Wei-Yu, National Dong-Hwa University, Taiwan

Seligman initially regarded well-being as the combination of pleasure, engagement, and meaning, adding two components in his recent book (Seligman, 2002, 2011). These are relationships and accomplishment, which creates the acronym PERMA: positive emotion, engagement, relationships, meaning, and accomplishment (Huppert, 2013). Due to some undergraduate students expressing their intense unhappiness, worry, and anxiety, I decided to integrate "something good happened" for them to pay attention to their well-being, especially their positive emotions. This preliminary study aims to promote undergraduate students' positive emotions by inviting 19 participants to write weekly or bi-weekly "something good happened" in my "Principles of Teaching" course for 12 weeks. All "something good happened" statements and course feedbacks were downloaded and analyzed by PERMA: positive emotion, engagement, relationships, meaning, and accomplishment. The words such as thanks, fortunately, happy, feels good, feels happiness, warm, and relax, etc. were classified to positive emotion. The results showed 7 participants actively expressed their happiness in course feedback. They liked this activity which made them discover a lot of small fortunes that they would not have noticed before. Among those who actively expressed their positive emotions increased, they shared something good happened 6, 7, 9, 7, 5, 10, and 3 times respectively. It is worth noting that even being shared three times could increase someone's positive emotions. However, equally important is there is another participant who shared more than ten times showed no influence on her emotion. These deserve further analysis.

69839 | *Towards Better Understanding of Convergence and Divergence – Arthropods as Objects to Present the Dependence Morphological Adaptations and the Environment*

Zbigniew Adamski, Adam Mickiewicz University in Poznań, Poland
Szymon Konwerski, Adam Mickiewicz University in Poznań, Poland
Joanna Biczysko, Adam Mickiewicz University in Poznań, Poland
Julia Filipiak, Adam Mickiewicz University in Poznań, Poland

Our group is involved in a project which aims to demonstrate the variety of arthropods' morphological adaptations to diverse environments. In this project, we combine the usage of both environmental and laboratory observations. We believe, that such a holistic attitude towards organisms existing in certain environments enables us to present students with the complexity of nature and to show the importance of particular species for the biosphere and humankind. Using various types of microscopes (stereomicroscope and scanning electron microscope) we try to show how arthropods adapt to their habitats including merocenoses. The project is going to finish with the database/publication showing them, which would be used in teaching at various levels of education. While teaching topics related to convergence and divergence in animals, teachers focus mostly on vertebrates. Only rarely these phenomena are described using invertebrates as examples. Meanwhile, arthropods with particular emphasis on insects (as the most diverse group of animals) are optimal objects, which can be used as perfect examples. They are easy to be obtained from the nearest environment, where they occur in great numbers and are always at hand. In the case of many species, they can be easily bred at home or in the school laboratory. We want to present arthropods that can be used as examples of convergence (also compared to vertebrates), to show the unity of the variety of life on our planet. In our presentation, we will focus on mouthparts and legs as examples of divergence as well.

70821 | *Relationship Between Emotional Intelligence and Existential Fulfillment Among Students*

Asya Berberyan, Armenian-Russian University, Armenia

The purpose of the current study is to investigate the relationship between emotional intelligence (EQ) and existential fulfillment among university students. EQ is a person's ability to recognize emotions, understand the intentions, desires of other people and their own. The presence of a high EQ for students is essential, especially in the context of the humanization of education. Existential fulfillment is a concept based on Frankl's theory that describes the quality of human life and shows the meaningfulness and inner consent of a person. We hypothesized that there is a correlation between emotional intelligence, existential fulfillment and locus of control in students. To this end, we used the Emotional intelligence Test (N. Hall), the Existence Scale (ES; Längle, Orgler) and Rotter's Locus of Control (LOC) Scale. The results of the Emotional Intelligence Test showed that most participants had a high level of EQ (80.5%), followed by medium (11%) and low levels (8.5%). Using ES, the average results on the P-factor (91.53), E-factor (87.09) and total ES score (178.63) were calculated. The results of Rotter's Locus Control Scale revealed that most participants were characterized with internal LOC (78%) and 22% had external LOC. Consistent with our hypothesis, a correlation was found between the total ES score and the integral EQ level (r= .671, p < 0.05). Additionally, a correlation was found between the integral EQ level and the overall LOC score (r= .684, p < 0.05). The current findings have important implications for the humanization of education.

Friday Poster Session

71010 | *An Examination on the Role of Culture and Socialization on South Asian Women's Pursuit of STEM Education*
Kinza Shaukat, University of Western Ontario, Canada
Anton Puvirajah, University of Western Ontario, Canada

This study examined the unique experiences of five South Asian women who aspire for careers in Science, Technology, Engineering, and Mathematics (STEM) fields, and the influence of cultural and societal experiences in South Asian women's decisions to pursue the degrees necessary for these career fields. Our semi-structured narrative inquiry allowed us to capture the ways that participants' identities were constructed through social and cultural influences, as well as how these factors helped to construct their identities in the world. Through intersectional feminism and diasporic studies we deconstruct the roles of race, class, ethnicity, family, culture, and socialization in relation to the identities of our participants. This study brings to light the scant existing literature on the topic, the importance of literature that focuses specifically on South Asian women, as well as how educational personnel can support South Asian women through certain societal and cultural boundaries in their pursuit of such careers.

71149 | *The Importance of Professional Self-Knowledge in the Initial and In-Service Training of Teachers*
Noémi Birta-Székely, Babes-Bolyai University, Romania

Rogers's person-centered approach had a major impact on the social professions and the methods used in this field, so I have tried to briefly present the methods that can be used in the initial and in-service training of teachers. As professional self-knowledge is important in becoming a teacher and in pedagogical work, I emphasize the importance of this, in the initial and in-service training of teachers. In this research, I undertook to find a connection between teachers' professional self-awareness, mental health status and professional well-being. In my questionnaire, I used an adapted version of Jacqueline Royer's (2005) test of metamorphoses. The results allow us to conclude that teachers have a need for mental health help, and in the absence of it, they see themselves negatively. In the case of the examined sample, the level of professional well-being is related to the years spent on the field and the state of mental health.

71420 | *Czech Higher Education in Continuity with the Challenges of the Contemporary World*
Marcela Göttlichová, Tomas Bata University in Zlín, Czech Republic

"Education has the power to transform and change while constantly transforming and changing." The significant impact of the primary idea of the conference became tangible not only in the disruptive period of the COVID-19 pandemic, which strongly affected all levels of education without exception but also in the current post-covid era. Czech higher education also had to deal with several problems on its journey. The primary goal of education, according to the requirements of the Ministry of Education presented in the Strategy 2030+, is a more significant focus of education on the acquisition of competencies needed for an active civic, professional, and personal life. This means motivating university students sufficiently, but at the same time equipping them with essential and indispensable competencies so that they can use their potential to the maximum extent within the dynamically changing world not only for their development but at the same time concerning others and for the benefit of the development of the entire society. Thus, the presented study, in continuity with the results of the survey among students of the Faculty of Multimedia Communications of the Tomas Bata University in Zlín, offers a path leading to the possibility of eliminating persistent problems in education both in the reflection of pandemic changes and in the post-Covid period. The way to re-strengthen the integration of theory and practice in the continuity of cooperation with regional non-governmental, non-profit organizations and reflected in an initiative approach not only to teaching but also aimed at strengthening regional development.

International Education

71522 | *Collaborative Online International Learning (COIL) with Travel Component: An Augmented Approach*
Rebecca M. Nichols, Nanyang Technological University, Singapore

Collaborative Online International Learning, or COIL, has gained popularity in recent years as a teaching and learning approach that integrates students and instructors from different geographical origins to improve communication skills, strengthen digital competencies, and ultimately promote cross-cultural collaborative learning and exchange, all without the need for physical travel. Little is known, however, about COIL programs that integrate short-term field trips for in-person interaction. The current work describes a COIL initiative involving students from Nanyang Technological University (NTU; Singapore) and Universitas Airlangga (UNAIR; Surabaya, Indonesia). In this program, NTU and UNAIR students participated in a module hosted by NTU entitled Exploring Spaces: Communities, Societies, and Cultures, in which multidisciplinary student teams utilised the comparative case study approach to explore sustainability issues important for both Singapore and Surabaya. To understand their experiences in the program, students were also invited to participate in start-of-course and end-of-course questionnaires as well as an end-of-course focus group. Findings reflect positive intercultural learning in both online and physical settings. Students' reported benefits and challenges contribute to a growing literature that informs best practices for educators interested in integrating COIL learning into their curriculum, particularly if it includes a travel component.

Language, Linguistics

68162 | *Effects of Age and Experience on the Acquisition of L2 Vowels*
Grace Oh, Konkuk University, South Korea

The current study investigated two main factors contributing to the proficiency in second language (L2) learning: onset age of L2 acquisition (AOA) and language experience, often indexed by the length of residence (LOR) in an L2-speaking country. Unlike the salient effect of AOA, the role of LOR has been controversial. The current study focuses on the temporal and spectral improvement in Korean speakers' production of English vowels as a function of age and L2 experience. The production of 45 female speakers of Seoul dialect with different AOA and LOR were taken from the Speech Accent archive and compared to that of 10 female native English speakers. The results showed that overall both factors contributed to the native-like production of English vowels, but to a different extent. Onset age was a stronger predictor for more native-like production of vowel duration in a relative term (i.e., vowel-to-consonant ratios), whereas L2 experience was more likely to be a stronger predictor for more native-like vowel spectral quality. The results suggest that the acquisition of language-specific knowledge about the relative timing patterns and the rhythmic properties of speech may benefit more from early exposure to the language than L2 experience.

Friday Poster Session

Mind, Brain & Psychology

68880 | *Trials of the Pandemic: Principles for Creating a Remote Emotional Intelligence Development Program (EIDP)*
Rosita Lekaviciene, Kaunas University of Technology, Lithuania
Dalia Antiniene, Lithuanian University of Health Sciences, Lithuania

The Covid pandemic was not just a global crisis but an acutely personal one as well: long-term isolation negatively affected individual emotional wellbeing which, in turn, cascaded into other spheres of life. In the last decade, research has confirmed the significant positive impact of emotional intelligence (EI) development programs on important life outcomes (e.g., mental and physical health, social relationships, work performance, etc.). Therefore, the pandemic brough on the need for a remote EI development program (EIDP) to help resolve such challenges. Creation of an effective EIDP relied on several principles: adherence to a clear EI model, coach competence, selection of motivated participants, reliability, validity and objectivity of EI change assessment instruments, and impact stability assessment after 3 months. After critically evaluating antecedent programs, the remote EIDP followed a format of three two-hour sessions between coach and group. Training methods included case studies, games, paired exercises, discussion, reflection, and feedback, etc. The aims of the sessions were 1) to develop the participants' ability to accurately identify their emotions at a particular moment; to help understand their aspirations, motives, and incentives to act; to teach to analyze other people's emotions and to effectively decode nonverbal and verbal cues; 2) to develop the participants' ability to use conscious information about one's emotions (especially negative) and to adjust one's emotional reactions to oneself, situations, and other people accordingly; 3) to strengthen the newly formed emotional competencies in the group by modeling various realistic situations. A total of 11 tasks-activities were performed and analyzed.

69004 | *Evaluating the Effectiveness of a Remote Emotional Intelligence Development Program for Lithuanian Students*
Dalia Antinienė, Lithuanian University of Health Sciences, Lithuania
Rosita Lekavičienė, Kaunas University of Technology, Lithuania

Most researchers agree that emotional intelligence (EI) can be developed, however, doing so requires effective and evidence-based educational programs. This study aims to confirm the effectiveness of a remote EI development program for Lithuanian university students. 36 Lithuanian university students participated in the quasi-experiment. The intervention group (n=18) was randomly assigned to partake in the EI development program; the control group (n=18) did not participate. Respondent age ranged from 18 to 32, the average age being 22.86 (SD=3.22). The Schutte et al. (1998) scale was used to assess the level of EI and its potential improvement. An original remote EI development program was created for this study. Participants were provided three remote training sessions lasting two hours each. The EI scale demonstrated acceptable reliability (Cronbach's α = 0.807). The results of the independent samples t-test showed that participants in the EI development intervention group reported a significantly higher level of EI (N = 18, M = 3.66, SD = 0.26) than participants in the control group (N = 18, M = 3.22, SD = 0.35), $t(34) = 4.203$, $p < 0.001$, Cohen's d = 0.31. This indicates that the training-based EI intervention was successful. The t-test also revealed the program to be effective across all EI dimensions (appraisal of emotions, regulation of one's own emotions and those of others, and utilization of emotions). Overall, the study confirms the effectiveness of the original remote EI development program for Lithuanian students.

Primary & Secondary Education

69306 | *Inspiring School Students to STEM Through Introducing Women Icons From the Global South*
Ghada Salama, Texas A&M University at Qatar, Qatar

Despite their many contributions, women scientists and engineers are rarely mentioned in general, let alone, elementary education. This project was proposed to encourage and inspire school students (grades 3-6) about STEM, with an emphasis on the outstanding contributions of women in these areas. Small groups, between 10-12 of school students were invited to visit the university as part of the outreach program. During the visit the students were introduced to a few of the women scientists through a brief biography, followed by a short discussion of the field she excelled in, and finally students were given the opportunity to learn more about the topic through a hands-on activity. This paper will discuss how this project was executed, the obstacles faced, and successes achieved.

Professional Training, Development & Concerns in Education

71034 | *Callidus Academy Project Bringing a New Vision on Professional Training Related to the Industrial Pole of Manaus (PIM)*
Rafael Oliveira, Universidade do Estado do Amazonas, Brazil
Nathalia Cristina Mafra Bessa, Universidade do Estado doAmazonas, Brazil
Ricardo da Silva Barboza, Universidade do Estado do Amazonas, Brazil

The Callidus Academy is a project of the LUDUS ecosystem, from the University of the State of Amazonas, in partnership with the company Callidus Industria Comercio e Serviços de Placas e Componentes Eletrônicos. To solve the problems of the PCB industry, the project carries out case studies with the research of causes and effects involved in the assembly and welding processes, training professionals in the areas of manufacturing and testing, involving topics such as SMT, Lean Manufacturing tools, Industry 4.0, welding metallurgy and testing of manufactured boards. The information technology area faces a shortage of professionals in Brazil, with an expected demand of 420,000 IT professionals by 2024. Skilled labor affects the Industrial Pole of Manaus (PIM), causing competition between companies for these professionals. To increase efficiency and productivity in the industry, reducing errors and redundancies in production, the Lean Manufacturing management system has been widely disseminated, with the application of concepts aimed at reducing waste and optimizing resources. These concepts are in line with the premises of the modern theory of Industry 4.0. Thus, in order to solve this problem, we started to train the professionals of the company Callidus, with the methods: "Learning by doing" and "Learning by interacting". These methods are more effective when it comes to adults, as it makes training classes more interesting, less tiring and easier for learning, making the student remain in training until the end. With this strategy, in the first year of the project alone, 135 students were trained.

Friday Poster Session

Rural Education

68809 | *Level of Education and Menstrual Challenges in Rural Tanzania*
Dan Nyaronga, State University of New York-Empire State College, United States

Girls all over the world experience menarche as a social marker of the transition to womanhood. Western girls attending school have ready access to sanitary materials and have credible sources of puberty information within reach; thus, the topic of menstruation has often been relegated to the shadows. In contrast, the social context of girls' lives in sub-Saharan African countries like Tanzania translate into significant challenges after menarche, and particularly with regards to girl's successful participation in school. To unravel the intersection between menses and schooling in the rural Tanzania, the study used a cross-sectional design and surveyed 508 school-age girls in rural Tanzania to examine the relationship between level of education and menstrual-related resources. Our findings revealed significant relationships between menstrual-related risk factors (e.g., the availability of sanitary products) and resources (e.g., religiosity) and girls' educational experiences. The results confirm previous findings on correlates of educational experiences for adolescent girls in Tanzania and provide new information about resources that may be useful in improving their abilities to continue with education post-menarche.

Teaching and Learning

69722 | *The Benefits of Emotional Intelligence and Well-Being at Work*
Carole Senechal, University of Ottawa, Canada
Serge Larivee, University of Montreal, Canada
Luc Brunet, University of Montreal, Canada
Denis Morin, UQAM, Canada
Jean-Sébastien Boudrias, University of Montreal, Canada

Staff health is often a priority for organizations (schools, for example). The meta-analysis by Martins et al., 2010 clearly links emotional intelligence to better mental health. In a organizational context, how people experience their professional relationship and are rewarded depends in part on their emotional intelligence (Carmeli & Josman, 2006). Among these priorities, stress management occupies a prominent place. In this regard, studies have clearly shown that well-managed emotional intelligence is associated with lower rates of perceived and experienced stress (Nelis et al., 2011). Well-managed emotional states can indeed prevent the development of affective states linked to stress-related disorders (Weiss & Cropanzano, 1996). A few studies point out that emotional intelligence is often associated with better health. The results are encouraging about the value of emotional intelligence as a plausible predictor of workplace health and well-being (Bakker & Demerouti, 2007; Newton & Teo, 2014). This study derives from a narrative literature review (1990-2020) on three keywords: abusive supervision, school management, and teachers. For this purpose, the databases PsychINFO, PubMed, ERIC (ProQuest), and Web of Science were consulted. References were sorted in the data processing software EndNote.

Teaching Experiences, Pedagogy, Practice & Praxis

67681 | *Supporting U.S. General and Special Education Teachers in Years 1–3: Effective Educational, Cultural, and Language Strategies for English/Multilingual Learners*
Carolyn Peterson, Stoughton, MA Public Schools, United States
Purpose: To provide beginning K-12 U.S. general education and special education teachers with effective, research-based strategies designed to best support English learners and their families.

Introduction: Beginning U.S. K-12 teachers benefit from a mentoring program, and through strategies designed to support English learners and their families. Strategies designed to support and integrate reading, writing, listening, and speaking is not only integral to teaching English learners, but benefit everyone. New educators, therefore, benefit from research-based, best practices supporting their English learners and families; assistance interpreting, analyzing, and integrating the information into the classroom is highly beneficial.
Methods: Using the WIDA English Development Standards Framework (2020), Colorin Colorado (WETA, 2023), new teacher survey, research centered around ESL, children, adolescents, new teachers, and differentiated English teaching strategies, 2018-2022.
Results: The new educator survey indicated unpreparedness to meet English learners' language and cultural needs. Colorin Colorado (WETA, n.d.) shares Getting to Know Your ELLs: Six Steps For Success.
Discussion: New educators commonly feel ill-equipped to meet their students' needs; meeting English learners' diverse language and cultural needs is challenging. Several surveys indicated unpreparedness with strategies and resources; three respondents are in their first teaching position. Through surveys and conversation, more support in ESL is warranted.
Conclusion: Beginning U.S. educators benefit from the induction/mentoring programs that districts provide. However, with the current and everchanging demands placed on teachers, they often struggle to meet all of their newfound responsibilities. Teaching English learners is an area that requires support and attention as part of new teacher curricula.

Friday Poster Session

69856 | *Teachers' Practices During Group Conversation at Pre-kindergartens in Quebec*

Élizabelle Ouellet, University of Sherbrooke, Canada
Angélique Laurent, University of Sherbrooke, Canada
Constance Lavoie, University of Sherbrooke, Canada
Marie-Josée Letarte, University of Sherbrooke, Canada
Jean-Pascal Lemelin, University of Sherbrooke, Canada
Marie-France Morin, University of Sherbrooke, Canada

Group conversation, also known as circle time, is a learning context frequently used in preschool education in Quebec and is an ideal opportunity for teachers to support the development of children's language and thinking development, as it encourages interactive conversations between teacher and children in a group setting (Chen & de Groot, 2014). However, authors point out some issues about teachers' practices with a view to enhance children's language and thinking (Doyon & Fisher, 2010). The aim of this study is to describe the practices used by prekindergarten teachers in leading a conversational group. Based on the conceptual framework of Doyon & Fischer (2010) for 5-year-old kindergarteners, this study allows for a scientific update and adaptation of the authors grid for analyzing teachers' practices during group conversation with 4-year-old prekindergarteners. The sample is 13 full-time female prekindergarten teachers. More than 6 hours of circle time were filmed and analyzed by one researcher with Nvivo and 20% by two other researchers for blind coding purposes. The analysis grid included three types of practices: 1) management practices, 2) communication orientation practices and 3) feedback practices. Preliminary results showed that, regarding management practices, teacher and children are seating in a circle and the management is mostly done by the teacher. Concerning communication intention practices, the main theme is chosen by the teacher and is usually about personal experiences. In terms of feedback practices, most of them are related to the ideas and concepts children state and few are about phonology, syntax, or vocabulary.

Saturday, June 17

Parallel Sessions

All times are in Central European Summer Time (UTC+2)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

09:00-10:40 | Salle 232
Saturday Onsite Presentation Session 1
Media, Film Studies, Theatre, Communication
Session Chair: Rebecca Lind

09:00-09:25

68090 | *Popularity of Phallic Jokes: A Critical Analysis of Phallocratic Statements of Former Philippine President Rodrigo Duterte in Mainstream Media*

Axle Christien Tugano, University of the Philippines Diliman, Philippines

In Philippine society, jokes are an integral element, whether polemical or verbal. But at no instance should any sexist, patriarchal, machismo, or misogynistic remark that reinforces a culture of impunity such as touching, rape, pain, and abuse be considered a "good joke." Duterte jokes, especially his phallic jokes, became popular in media and was viewed as a "ridiculous" statement that, in fact, ran over some Filipino customs and culture. The purpose of this study is to take a critical analysis at Philippine President Rodrigo Duterte's remarks that are directly related to his being a phallocrat, a type of leader who is a sexist patriarch. From its two statements regarding his virile organ with length that reaches his navel (2019) and his own interpretation of utog (penile erection) (2017 and 2019), it examined how this type of jokes prevailed, accepted, and laughed at by the audience. This part of the study focuses on the context of the popularity of Duterte's obscene jokes. It is a myth that his phallocratic jokes have descended on the understanding of the masses and reflect the image of the Filipino people, because when examined, he actually desecrated the culture and consciousness of the Filipinos. Through this, the phenomenon of how and why post-colonial phallocrats like Duterte managed to win over the hearts of the people, via jokes is demonstrated.

09:25-09:50

71386 | *From Film to New Media Art – Mitigating Censorship in China*

Mo Li, Polytechnic University of Valencia, Spain

Film censorship is a prominent issue in China, impacting all genres of films, including domestic and international productions of fiction and non-fiction. Filmmakers must navigate a complex regulatory framework that requires obtaining shooting and screening permits and complying with strict content guidelines. Social media videos also require registrations before publication. However, the field of fine art production enjoys a relatively lenient regulatory environment, offering an alternative platform for filmmakers to showcase their work with less censorship. Museums provide a unique exhibition space for audiovisual materials that otherwise may not enter mainstream media. Some filmmakers have begun showcasing their films as new media art to circumvent censorship. For example, We Were Smart (2019) is a documentary by filmmaker Li Yifan exhibited in an art museum. He follows a group of teen migrant workers who dress flamboyantly in a subculture often associated with negative stereotypes, exploring the emotional consequences of urbanization and industrial development. Despite the potential benefits of exhibiting films as new media art, content censorship remains a concern. Inappropriate content can lead to artwork banning and sanctions against professionals. Nevertheless, new media art presents a promising avenue for filmmakers to showcase their work and reach a broader audience in China. This paper analyzes the implications of showcasing films as new media art in China, exploring its potential benefits and drawbacks for filmmakers navigating censorship challenges.

09:50-10:15

70646 | *Textual Analysis of Top Chinese Vlogger's, Lizi Qi, Audience*

Dashi Zhang, University of Melbourne, Australia
Deli Zhou, University of melbourne, Australia

Social media had reached a large amount of active users in recent years. Those users are inevitably attracted to celebrities on social media to meet their needs. Therefore, this study aims to understand their different needs and apply gratification theory to examine individuals' motivations for using media and the various gratifications they derive from it. Taking the popular video of Li Ziqi on YouTube as an example, who is a top Chinese food vlogger and influencer who has already gained over 17.2 M subscribers on YouTube. This study investigates what are the international viewers' gratification that are watching and liking her videos. Using textual (content) analysis, organising the data and extracting word's meaning by using primary and secondary-cycle coding from her most popular video (with over 116 M views and 2500 comments) selected with a theoretical idea and to draw realistic conclusions from it. This study examined the different types of viewers' gratification and the similarity or differentiation that the perspective of local and international viewers' gratification of the videos. The study argued that worldwide viewers express positive feelings and enjoy her videos in terms of gaining from types of gratification, including learning gratification, participating gratification, connecting with society gratification and relieving stress gratification. The local audience has more of a memory connected to the video and the international audience is more of an appreciation. In addition, it is inseparable from their desire for a dream life (pastoral scenery) and Li Ziqi's attraction.

10:15-10:40

69055 | *Ethical Sensitivity as a Critical Concept in the Study of Communication Ethics*

Rebecca Lind, University of Illinois at Chicago, United States
David Rarick, University of Minnesota, United States
Tammy Swenson-Lepper, Winona State University, United States

A basic issue in the study and teaching of communication ethics is summed up by Howell (1982): "What causes people to perceive ethical issues?" Howell believes that our perceptions of ethical issues (and our decisions about them) are based on our personal perceptions of actions; thus, we differ in our sensitivity to ethical issues in various communication situations. We consider the concept of "ethical sensitivity". Informed by Bebeau, Rest & Yamoor (1985), we approach ethical sensitivity as an awareness that a situation presents an ethical issue or ethical problem, and that one may have to make a decision regarding what is right or wrong in that situation. It is important to distinguish ethical sensitivity from ethical or moral judgments. Moral judgments are the decisions people make as to the ethicality of behaviors. Ethical sensitivity is a precursor to moral judgment and moral behavior; we argue that the ability to recognize ethical issues is an important aspect of being an ethical communicator. However, the concept of ethical sensitivity or the ability to recognize ethical issues in communication situations has received surprisingly little systematic attention by ethics scholars. Our presentation has the following goals: (1) Review a general conceptual model that may be helpful in discussing ethical sensitivity; (2) Review the literature that contributes to a robust definition of ethical sensitivity – especially one which can support empirical communication ethics studies; and (3) Discuss general methodological approaches to assess ethical sensitivity in varied communication contexts.

10:55-12:10 | Salle 232
Saturday Onsite Presentation Session 2
Interdisciplinary Humanities
Session Chair: Keumsil Kim-Yoon

10:55-11:20

69453 | *The Role of Women Self Help Groups (Chama) in Empowering Rural Women in Kenya*
Franciscah Omukiti, University of Tsukuba, Japan

The research investigated the Role of Women Self Help Groups (Chama) in Empowering Rural Women in Kakamega County, Kenya. The area of study is one of Kenya's most populated rural counties whose women have been subjected to customs and traditions that impede their empowerment. This study was guided by two core objectives: to assess the impact of Chama membership on rural women socio–economic status, and to examine how Chama membership influences gender-based customs and traditions. The study used secondary data from published articles, journals and reports, and primary data collected from fieldwork carried out in Kakamega county Kenya. The researcher used qualitative research methods including in-depth interviews and participatory observation to collect data. The findings show that Chama is the best option and avenue for addressing rural women's social and economic empowerment. Through Chama, Kakamega women have been economically empowered. Their income has increased, they now own property/assets, and own and run businesses of their own. Kakamega women have also been socially empowered. Their social networks have expanded, and they have acquired skills and knowledge in many aspects of life. This empowerment through Chama participation has inspired society especially men to change their perspective on women as generally home keepers, but rather strong drivers of economic growth both at household, community and national levels. This study developed relevant recommendations to government bodies that deal with gender and development to enable the development of better ways to support chamas for women's empowerment.

11:20-11:45

69975 | *Some Aspects of South Korean Youth Political Protest Culture of the Candlelight Rallies in the Information Technology Age*
Noor Sulastry Yurni Ahmad, Sultan Qaboos University, Oman
Azmat Gani, Sultan Qaboos University, Oman

The rapid progression in information and communication technologies has created a new paradigm of political participation in several countries worldwide. The diffusion of this technology is at the global forefront in South Korea. Among the South Korean youth, there is a growing presence of this through expanding social networks, new alliances, businesses, protests and advocacy campaigns, and websites expressing divergent views and perspectives. This paper traces the factors that promoted the protest culture among South Korean youths. It discusses their active political participation through the youth movement in light of increasing technological advances that have allowed unprecedented access to real-time information and knowledge sourcing. The specific focus is on the Candlelight Protests of 2008, which are the hallmark of youth's political force, gradually manifesting and unfolding as the nation progresses. In highlighting the youth social movement, attention is also paid to historical events, from the 1930s Great Depression up to the blooming of online activism. It has been demonstrated that in South Korea, instant access to information and online resources has empowered Korean youths to contribute to organizations and society by demanding greater participation and involvement in national decision-making. It has been determined that the boom in South Korean technologies has had a significant impact, leaving a legacy of an expanding South Korean youth protest movement. The discussion demonstrates that there has been growth and change in the activities where the mobilization process has occurred in encouraging protest culture among South Korean youth.

11:45-12:10

69090 | *Language Dynamics of Ethnic Minority Churches: Challenges and Perspectives*
Keumsil Kim-Yoon, William Paterson University, United States

This paper deals with the language dynamics of ethnic minority churches from a perspective of plulingualism--a life-long activity, a process of learning languages of home, society and other peoples. Anthony Liddicoat (2012) presents two basic orientations to language in religious practice: a sacrality orientation and a comprehensibility orientation. However, a primary role of ethnic churches has been to facilitate the practice of religious activities in the chosen language of immigrants. (Barett, 2017). Recently, there has been a rapidly growing interest in heritage language among the multi-generations of Americans who are descendants of immigrants. However, their interest is intriguing in that the use of heritage languages in services and activities creates tension among language groups and generations of immigrants, while providing ethnic solidarity and multicultural sensitivity, as noted in an earlier study (Ebaugh and Chafetz, 2000). This paper explores challenges in preserving heritage languages that could either promote or hinder plurilingualism; its sources of the data are the Korean American Catholic Churches in New Jersey. The paper examines language use at Mass, education, bulletin boards and activities, and reports on conversations with parishioners and staff. Furthermore, the conversations are analyzed considering theoretical accounts for the language behavior of code-switching. Finally, the paper presents a framework for a further study by comparing language usage in two ethnic community centers, namely the Korean Community Center and the Jewish Community Center, which are located in the same town, Tenafly, NJ. The comparison leads to several implications for a new perspective on plurilingualism.

13:10-14:00 | Salle 232
Saturday Onsite Presentation Session 3
Cyberspace, Technology
Session Chair: Reijiro Aoyama

13:10-13:35

69267 | *Analyzing the Sociality of Chinese Digital Yuan and Cambodian Bakong: Socio-cultural Practices and Effects of a State-driven Cashless Economy*
Reijiro Aoyama, The Chinese University of Hong Kong, Hong Kong

Digital currencies have emerged as an alternative form of money in many parts of the world. In certain domains they have been increasingly functioning as a store of wealth and a medium of exchange. While a public decentralized ledger such as Bitcoin offers pseudonymous transactions and high degree of privacy, central bank digital currency (CBDC) claims to attain efficiency in payment systems and promote financial inclusion to the people without a bank account. Focusing on retail payment functions, this paper will compare two Asian CBDC projects, Cambodia's Bakong and China's digital yuan, and examine their use on the ground. Officially launched in 2020, Cambodian Bakong has reportedly reached about half of Cambodia's population including many previously unbanked people and reduced the use of U.S. dollars in everyday transactions in the country. Chinese digital yuan has been piloted for retail use in several parts of China since 2020 and trialed to facilitate offline transactions between retail users and businesses. Furthermore, its technical design could provide People's Bank of China with a means of tracking the flows of the currency among individual users. Based on ethnographic fieldwork in Cambodia and China, this research explores how people use, experience and perceive CBDC in comparison with other digital and traditional payment methods. The analysis focuses on the socio-cultural practices and effects of cashless economy with regards to such functions as payments, donations and gift-giving, as well as the ways CBDC transforms the norms, values and relationship between the state, market and individuals.

13:35-14:00

70244 | *Self-regulatory Orientations and the Adoption of New Technology*
Gangseog Ryu, Korea University, South Korea

The use of technology continues to enrich the learning experience of individuals in almost every knowledge area. The present research examines how individuals' regulatory orientations affect the adoption of new technology. Regulatory focus theory proposes two types of self-regulation systems: individuals with a promotion focus value advancement-related goals, strive to attain positive outcomes and gains, and show risk-seeking propensities. In contrast, prevention-focused individuals pursue safety-related goals, avoid negative outcomes and losses, and tend to be risk-averse. In this research, new technology is classified, based on (1) whether its existing features are modified or new features are added and (2) whether its weaknesses are improved or its strengths are fortified. We expect that modifying existing features is considered "safer" than adding new ones. In addition, users may perceive improving weaknesses to reduce their potential losses, whereas fortifying strengths increases their potential gains. Thus, we hypothesize that prevention-focused individuals will prefer the modified or improved technology, while promotion-focused individuals will prefer the added or fortified technology. The study results demonstrated that participants' preferences for new technology differed depending on their regulatory orientations. In Experiment 1, prevention-focused participants preferred modified technology to added technology, but promotion-focused participants showed little difference in their preferences. In Experiment 2, prevention-focused participants more frequently switched to new technology when its weaknesses were improved compared to when its strengths were fortified, whereas promotion-focused participants revealed little difference in their switching behavior. Our research findings will assist practitioners in devising effective strategies for the diffusion of new technology.

14:15-15:30 | Salle 232
Saturday Onsite Presentation Session 4
Performing Arts Practices: Theater, Dance, Music
Session Chair: Sahoko Timpone

14:15-14:40

69349 | *Troubling the Genre of Comedy by Tragic Unrelief: The Play-within-the-Play as Epic Theatre in A Midsummer Night's Dream*
Seokhun Choi, University of Seoul, South Korea

A major traditional characteristic of comedy is a happy ending that results in the reconciliation between the opposing parties. Shakespeare's A Midsummer Night's Dream seems to fit into this pattern as the lovers and parents are reconciled at the end—the main reason why it is classified as a comedy among his canon. What challenges this genre convention, however, is the mechanicals' play-within-the-play performed immediately following the reconciliation. While the tragedy of Pyramus and Thisbe borders on a farce due to the performers' comic mode of presentation, the mournful fate of the star-crossed lovers not only contradicts the festive occasion of marriage on stage but also complicates the audience's reception of the play's resolution. What would be the point of this discomforting finale of the subplot, or the 'tragic unrelief' (a term I coined in contraposition to 'comic relief'), considering that the conflict has been resolved and the characters and the audience have already had their lesson by the time it is performed? The play-within-the-play seems to betray the Bard's own uncertainty concerning the resolution of the main plot. In other words, the play refuses to let the audience leave the theatre unchallenged by implicating them as the virtual audience of the play-within-the-play with an unsettling conclusion. The essay attempts to expound the dramaturgical significance of the tragic unrelief in terms of Brecht's epic theatre, as the play-within-the-play invokes the audience's metatheatrical awareness to exhort them to extend the dramatic conflict to their social reality.

14:40-15:05

67154 | *Resilience and Folk Dance: Tamasha and Lavani Culture in India*
Girish Pawar, University of Hyderabad, India

The earliest traceable Tamasha (traveling folk theatre) and lavani (folk dance) date back to the 17th century. The Tamasha and lavani performers prolifically used their practice of popular song and dance ritual to express their social and economic anxieties as well as to record their resistance and resilience against private and public patriarchy. In so doing, the performers exercise their agency, they use the politics of Tamasha and lavani to challenge their supposed powerlessness. They also contest and resolutely negotiate public politics, and, most importantly, larger shifting structures of tradition and modernity. I thus intend to look at the deep tensions in their double living: the private and public and the personal and professional as well as their triply discriminated life due to the intersectionality of their caste, gender, and sexuality. I would also look at the historical experiences of poverty, illiteracy, the strategic deployment of body politics, and sexual economy of erotic excess of the performers. This paper aims to look at the folk culture as a lived experience and use the newly produced knowledge to analyze the materiality of caste, class, gender, sexual oppression, local economy, and power relationships, both within and outside of the community. In contemporary times, Tamasha has emerged as a contested performative practice for the government, social scientists, activists, and Tamasha artists themselves. But in the recent past, with new generation of artists and active involvement of government bodies, new resilient voices are widely heard. A new academic discourse is a testimony to it.

15:05-15:30

68091 | *The Impact of Classic Literature on Berlioz's Two African Queens: Cleopatra in Cantata Cléopâtre and Dido in Opera Les Troyens*
Sahoko Timpone, Florida State University, United States

Les Troyens, Berlioz's late masterpiece, and Cléopâtre, the youthful yet striking Prix de Rome cantata, include two of Berlioz's iconic characters written for the mezzo-soprano voice, the two tragic African queens, Dido and Cleopatra. Cléopâtre is a piece that was set aside after its rejection by the Prix de Rome judges. Les Troyens was never performed in its entirety until nearly a century after his death. This research examines (1) the circumstances of their composition and their relationship to Berlioz's literary idols: Shakespeare and Virgil, and (2) it will compare the two queens, Cleopatra and Dido, as Berlioz portrays them, through musical and dramatic analysis. The methodology employed for this research includes a review of the development of French literature from the late 18th to the early 19th century, an analysis of the source texts by Shakespeare and Virgil, a study of various biographies of Berlioz including the composer's autobiography, and an in-depth musical analysis of the two works. This presentation highlights how Berlioz's lifelong interest in classic texts influenced his composition of these two historic African queens. This research reveals that although these two works were created over 30 years apart, they are vivid representations of Berlioz's unique approach to creating drama in music by leveraging the dramas of Shakespeare and Virgil and putting them into his unique musical language. These findings will help their interpreters promote a more effective performance by deepening their understanding of Berlioz's musical and dramatic language and the relationship between his two African queens.

15:45-17:00 | Salle 232
Saturday Onsite Presentation Session 5
Visual Arts Practices
Session Chair: Jorge Brandao Pereira

15:45-16:10

69354 | *Participation in Finnish Early Childhood Education Visual Arts*

Jaakko H. Moilanen, University of Oulu, Finland
Jaana Juutinen, University of Oulu, Finland
Anna Siippainen, University of Tampere, Finland

Participation is a key value in education. In many ways participation and skills to participate enhance resilience. Participation can be understood as a social and a political phenomenon in which communality, belonging, agency, decision making and influencing stands out. Skills for participation is supposed to be learned starting from early childhood education and visual arts education can be an excellent forum for implementing pedagogy which enables participation. In this study, I am interested how early childhood education teachers tell children's participation in visual arts education. The data consist of Finnish early childhood education teachers' short narrations (n=476) of implemented visual arts education they considered successful. The data was collected as a part of evaluation of Finnish Education Evaluation Centre where pedagogy for five-year-old children and the state of skills and art education in early childhood education and care was examined. The method of analysis was abductive, and it was implemented both qualitatively and quantitatively. The results of this study depict children's possibilities for participation in Finnish early childhood education visual arts.

16:10-16:35

70901 | *Curatorial Practice for Emplacement in a Southern African Context: A Reflection on "Telling Places – A Photographic Exploration"*

Anneke de Klerk, Vaal University of Technology, South Africa

This paper tells of the curation of an exhibition of landscape photography works created as part of a larger PhD project that involved photographing in three Southern African places of autobiographical significance, with purposefully chosen technologies (see De Klerk 2020). The project, Telling Places, a Photographic Exploration (2018), was inspired by a desire for emplacement through landscape – as opposed to both a depoliticised aesthetic experience and to a purely cognitive landscape experience. Emplacement, as conceptualised in this study, constitutes a crossing of body and world through the co-constitutive relationships and tensions between human, technologies, and environment in a continual process of becoming. This exploration takes place within the broader context of landscape in Southern Africa, acknowledging that colonial history, landscape and photography are irrevocably entangled. To guide the curation, I used a practitioner framework developed through reflection on practice in relation to phenomenological and post-phenomenological ideas about experience of place and technological mediation. This practitioner framework constitutes the main contribution of this paper, which aims to show how new human-technology-place relations that emerge in the act of photographing places can further then 'emplace' the viewer. Through the purposeful selection and arrangement of various display technologies in the exhibition space, new relations between humans, technologies and place emerge. By curating for emplacement, the curator facilitates an interpretation of the emplaced experience of the photography, as well as the viewer's own relatedness to place, as a true aspect of place.

16:35-17:00

69377 | *Pedagogical Actions Towards Cultural Heritage and Archival Preservation – Bridging Design Education Between Past and Future*

Jorge Brandão Pereira, Polytechnic Institute of Cávado and Ave / ID+, Portugal

The nature and the materiality of cultural heritage and archives are being brought to design research, questioning the ways in which they are communicated, curated, and used. Design, as an activity with the ability to creatively engage with other fields in its education process and as an active agent in communication and society, endorses a role of responsible citizenship, contributing with its actions to improve its contexts and its communities of intervention. The following paper develops the research of design education between past and future, starting from a global outlook that deals with methods, strategies and creativity, and copes with new and more complex challenges and work forms, and describes pedagogical actions in higher education in Design, in Portugal, through the exploration of "Arquivo Leonor", in Barcelos, Portugal, an archival heritage with over five centuries. This project aims to intertwine three key concepts such as design, heritage, and open culture its cultural action to the community. Its intervention motto is the interpretation and decipherment of this heritage, for which a mediation strategy is articulated with various tactical interventions, including archive research, documentation and ethnography, and its dissemination and strategy definition. As a pedagogical field that extends beyond visual mediation, it acknowledges and promotes alternative expressions of knowledge, addressing possible design roles in terms of overall cultural change. It focuses on a teaching-learning-research bias, focused on heritage preservation identities, traditions, and systems of knowledge, establishing a mediation pedagogy that opened territories for further expansion of theory and practice.

Saturday Onsite Presentation Session 6
Social, Political and Community Agendas in the Arts
Session Chair: Helmi Vent

17:15-17:40
70288 | *Up Start – Community-based Creative Industries*
Paula Reaes Pinto, School of Arts, University of Évora, Portugal
Antonio Gorgel Pinto, IADE–Universidade Europeia, Portugal
Paulo Simões Rodrigues, University of Évora, Portugal
Filomena Djassi, Aga Khan Foundation, Portugal

The article focuses on the Up Start - Creative Industries project, an initiative by the Aga Khan Foundation Portugal in partnership with the University of Évora, under the scope of the Partnerships for Impact Programme and Portugal Social Innovation. The interaction between the two institutions focused on design for social innovation, heritage and management with the primary objective of creating a model of creative and cultural entrepreneurship for vulnerable communities to integrate these people economically, socially and culturally through co-creation practices at a local level. The project also aimed to test an Acceleration and Incubation Programme, including the strengthening of craft technical skills, production opportunities, personalised mentoring, and the creation of funding for the development of micro-enterprises that value design methods, craft and artistic techniques and knowledge, and cultural heritage as factors for innovation. To improve the living conditions of the communities involved in the project, namely the migrant populations in the Lisbon metropolitan area, the techniques, arts and crafts developed by migrants from their cultural heritage were identified and mapped. As part of the project's results, surveys involving all participants were carried out to understand the impact that this action had on their lives.

17:40-18:05
68648 | *The Documentary as a Means of Disseminating Community Practices: The Escola Oficina*
Nuno Martins, Polytechnic Institute of Cavado and Ave, Portugal
Daniel Brandão, University of Minho, Portugal
Mateus Carvalho, University of Minho, Portugal

This study aimed to make use of documentary as a tool for the dissemination of a self-initiated community practice, the Escola Oficina (Workshop School), which was born in the social neighbourhood of Balteiro, in Vila Nova de Gaia, Portugal. This work arose as part of the "ECHO: Echoing the Communal Self" research project (funded by the Portuguese Foundation for Science and Technology), which aimed to identify successful community practices created in social neighbourhoods by the community members themselves, with the aim of learning with them and disseminating them in other similar underprivileged contexts, thus promoting inclusion, self-esteem and active citizenship. This study has found that the population of these social neighbourhoods has low levels of schooling, training and literacy. In this sense, the challenge was to study a communication solution suitable to this profile of target audience, which would capture their attention, inspire them to a similar work in favour of the community, and guide them on how to do it. The methodologies consisted of fieldwork in the Balteiro neighbourhood and the Escola Oficina, where semi-structured interviews were carried out with the coordinator, the trainees, trainers and members of the neighbourhood community; a literature review in the area of documentary cinema, namely the documentary modes and research; and the description and analysis of the work developed. The video developed and its presentation to the community demonstrated that this type of solution can be effective in creating empathy and as an educational tool. ACKNOWLEDGMENTS: This project was founded by the Portuguese Foundation for Science and Technology (FCT) under the reference EXPL/ART-DAQ/0037/2021.

18:05-18:30
67382 | *Introducing Comics Studies Into the Literature Classroom at Universities Across the Kingdom of Saudi Arabia – Exploring the World of Visual Narrative*
Afra Alshiban, Al Imam University, Saudi Arabia

In contemporary Western culture and society, visual narrative (comics) has become one of the major forms of storytelling, extending into universities and colleges where courses in comics studies and/or graphic narrative theory are becoming part of many academic programmes (mostly in English Departments). Educational institutions in other areas of the world are also exploring visual culture and considering introducing similar programmes into their curricula. Consequently, this study argues for bringing comics into literature classrooms at universities across the Kingdom of Saudi Arabia, as familiarising undergraduates with this new field of knowledge can serve the twofold purpose of developing comics scholarship (in Saudi Arabia), and more importantly, reviving interest in a discipline that has largely become outdated in the twenty-first century. Rather than teach students word-based texts only, the study sets out to reform the classroom teaching of literature by giving Saudi students the opportunity to explore a different world made up of both words and images combined.

18:30-18:55
68994 | *"Voices of Resistance": Performative Questioning of the Teaching and Learning Culture in Central European University Music Education*
Helmi Vent, Mozarteum University Salzburg, Austria

The paper refers to the topic of the Paris Conference 2023, New Revolution, in the sense of some original aspects of meaning of revolutio (lat.): redesign, turnaround. In detail, it is about a redesign of existing teaching and learning cultures in music-artistic university education, demanded by the „Voices of Resistance". The implementation platform for the musicalized protest are the interdisciplinary, av-documented projects at the Mozarteum University Salzburg, Austria, initiated and led by the author of this paper. The people who significantly shape the project "Voices of Resistance" are students from various musical art disciplines. What unites the voices are their common concerns: They protest against one-sided Eurocentric art and knowledge production, especially in the vocal and instrumental majors of their music studies. The arts-based research tools are sound-documented interviews with the protagonists and recipients of the "Voices of Resistance", analysis and evaluation of the av-documented project recordings, and various film-trailer releases of performative resistance events on the internet: www.labinterarts.com. The artistic means are the performative competences of the of the protesters with their vocal, instrumental, physical-dance forms of expression and public representation (see film documents). According to the final evaluation, what the "Voices of Resistance" demand for future studies at music universities in addition to existing 'classical' music studies: Integral and diversity-oriented concepts of art and culture, open spaces for interdisciplinary and intercultural learning experiences as a platform for cooperatively designed new 'songs' in the artistic and socio-cultural sense (see film documents). That is exactly why the voices sing.

09:00-10:40 | Salle 233
Saturday Onsite Presentation Session 1
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Cindy O'Donnell-Allen

09:00-09:25
71330 | *Using Signature Assessment for Entrepreneurship Education in a Teacher Education Programme*
Carina America, Stellenbosch University, South Africa

Integrating assessment and reflection within a teacher education programme, plays a critical role to meaningfully intersect theory and practice. However, signature assessment as an area of teacher education is often neglected (Coffey et al., 2011). Signature assessment cultivates the disciplinary habits of mind of assessment for learning to reflect the deep and implicit structures of the discipline (Quinlan & Pitt, 2021). This study aims, by means of a self-study methodology to reflect on how signature assessment leads to reframing, restructuring, and renewing (Van Laren, 2011) of entrepreneurship education from a teacher education perspective. Practitioner-research implies "the systematic, intentional study of one's own practice" (Fichtman, 2016:1). This self-study was conducted over three-years with three cohorts of Business Education student teachers who had to interview a South African entrepreneur with guided semi-structured interview protocols, compile, and present a profile report based on the interview and then reflect on the process. The students were given guided questions for their reflections to ensure consistency. The reports were assessed by the teacher educator and the student presentations were peer-evaluated. Through self-study, practitioner-generated knowledge reframed how 'real-world' relevance transpired and how it can be cascaded to the school environment. Restructuring occurred by the choices the students made and how they were affected by this project, especially the evaluations of their peers. Renewing surfaced as meaningful iterations of how signature assessment related to entrepreneurship education can be addressed as part of teacher education.

09:25-09:50
69335 | *Using Think-Alouds to Develop First-Grade Students' Reading Comprehension Skills*
Madeleine Mejia, California State University Fullerton, United States

Using Think-Alouds (Block & Israel, 2004), or a thought verbalized out loud while reading a section orally, 24 first-grade students from diverse backgrounds and English language proficiency were taught to explain the thinking they do when they use reading strategies to make meaning from texts. Students learned one strategy at a time and worked with their peers, via pair-share and whole-group discussions to reflect upon and analyze their thinking when they use the strategies taught (e.g., making predictions with evidence, summarizing texts, and determining the main idea of a text using the details provided). Both qualitative data (student observations and written products), as well as quantitative data (benchmark assessments), were analyzed to determine the impact of think-aloud instruction. Findings show that modeling for students how to think-aloud helps teachers effectively identify and meet their students' reading comprehension needs. As students share their think alouds, they explain their thinking as they use reading strategies, which helps teachers "hear" their students' thinking processes. This type of classroom interaction creates a democratic learning environment, where teachers and students actively participate, hear, and observe learning take place. Think-alouds apprentices students to become confident, self-regulated learners.

09:50-10:15
70107 | *Colour-coding of Photorealistic 3D Anatomical Models Improves Learning Performance Without Increasing Cognitive Load*
Gerald Tan, Tan Tock Seng Hospital, Singapore
Sreenivasulu Reddy Mogali, Nanyang Technological University, Singapore

Photorealistic 3D anatomical models have been proposed as alternatives to teaching methods such as cadaveric dissection and plastinated specimens. However, some studies suggest that realistic models with high perceptual complexity may result in higher cognitive load and poorer learning outcomes. Visual signalling using color-coding has been shown to reduce extraneous cognitive load, however there is limited information on its use in medical education. We conducted a double-blind randomised control trial with 46 first-year medical students divided into two equal groups. The first group received standard photorealistic 3D liver models, while the second received the same models with key structures outlined and colour coded. Participants were given 3 minutes to memorise 15 labelled structures, then tested on their ability to identify these structures. Participants also completed a standardized survey on extraneous cognitive load. Test scores in the second group (colour-coded models) were significantly higher (p=0.042) than the first, without significant difference in extraneous cognitive load. This suggests that colour-coding of photorealistic anatomical models may improve information retention and recall by highlighting key structures while retaining full fidelity and detail, without further adding to the cognitive load.

10:15-10:40
69361 | *Learning for Liberation: Using YPAR to Amplify the Voices of Underrepresented Rural and Urban Youth and Their Teachers*
Cindy O'Donnell-Allen, Colorado State University, United States
Molly Robbins, Cherokee Trail High School, United States

From the onset of the pandemic to present day, the impact on learning and teaching has been profound for both underrepresented youth and their teachers (Hodges, 2020; Modan, 2022; Steiner and Woo, 2021). While the challenges faced by both groups have been perennial in schooling (Muhammad, 2020), anti-racist educator Bettina Love (2020) argues that the pandemic has provided "the opportunity not to just reimagine schooling or try to reform injustice but to start over.... It starts with creativity, teacher-student relationships, and teacher autonomy". This session will feature research and programming conducted by the project director, secondary school educators, and youth participants in the Colorado State Sustainable Teaching and Learning (CSSTL) Collaborative, an initiative founded in 2021 for exactly this purpose. CSSTL supports anti-bias, anti-racist educators who work with underrepresented high school youth to conduct Youth Participatory Action Research on the challenges to their academic success and sense of belonging in school. The presentation will describe how participants have used liberatory literacies (Muhammad, 2021) and counternarrative storytelling approaches (Bell, 2020) to uplift youth and teacher voices in the fight for social justice. The presentation will be guided by these questions: 1) How can schools move underrepresented youth and teachers to the center of conversations about what needs to change to make schools more inclusive, equitable spaces? 2) How can teachers support students in using literacy tools to spur social action? 3) What resources do teachers need to sustain their own social-emotional well-being as they engage in anti-bias education?

10:55-12:10 | Salle 233
Saturday Onsite Presentation Session 2
Teaching and Learning

Session Chair: John Williams

10:55-11:20

68272 | *"It was the Best of Times, It was the Worst of Times …" but is this our Moonshot Moment?*
Sara Ratner, University of Sydney, Australia

In May, 1961 President John F. Kennedy addressed congress and said, "I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to Earth." This big, audacious goal reflected a moonshot moment. As we emerge from the impacts of the past two years of the global health crisis, another moonshot moment awaits. The opportunity to embrace the learning from a pandemic which forced educators around the world to pivot and embrace the digitalization of teaching and learning at a rate never before seen. We stand at the precipice of our moonshot moment. So, how can we capitalize on the opportunity and ensure that we make the most of the chance to re-imagine schooling for all learners through a lens of equity and wellbeing? This paper explores the lessons learned from education systems around the world and presents a series of provocative questions and ideas designed to inspire and empower educators to shoot for the moon!

11:20-11:45

69953 | *Linguistic Inequality in Teaching and Learning: A Comparative Study of Institutions of Higher Learning in South Africa and Cameroon*
Paul Nepapleh Nkamta, North-West University, South Africa

South Africa and Cameroon are multilingual and multicultural countries par excellence in Africa. This notwithstanding, the question of medium of instruction at the tertiary level continues to be an issue of great concern. While in South Africa, language policy is multilingual and overtly provides for the inclusive promotion of national languages, in Cameroon, the situation remains much to be desired. Language policy provides for the sustained promotion of official bilingualism based on English and French with only peripheral attention paid to national languages. In this paper, we examine the impact of language policy formulation and implementation on the actual linguistic practices in higher institutions of learning in South Africa and Cameroon. We focus on multilingualism and medium of instruction as a national reality and the linguistic inequality in teaching and learning as a direct result of policy implementation. We highlight the points of departure in modes of application and the extent to which these impact on student linguistic practices in the two countries. We take a look at the causal relationship between language policy choice and student practices and propose recommendations for inclusive and more workable approaches to multilingual policy formulation and implementation.

11:45-12:10

68784 | *The Encoding Process: Old School Pen to Paper Protocol*
John Williams, Collin College, United States

This presentation serves as a "basic introduction" into the process of the "encoding function" which is accomplished through the act of taking handwritten notes. This offering will go through three steps to aid instructors in helping students internalize learning more productively using effective note taking skills: pen and paper writing, summarizing, and sketching. While these steps are not new, they do represent revisiting methods that have proven to be effective over time and is backed up current research proving their effectiveness. All told, this is not the reinvention of the wheel but rather the merging of effective practices into best practices in note-taking in an academic setting verses typing or dictating notes. Three matters of importance will be addressed: to promote a more tried and true methodology linked to higher student comprehension; to correlate the encoding function (note taking) with challenging students to pay more attention during lectures while making meaningful connections to material; and to encourage instructors to channel their energy, passion, and excitement into more engaging and meaningful lectures that enhance the "encoding process." This framework will provide for improved pedagogy (name-ly, the "encoding process") that encourages instructors to not on-ly scrutinize what they say as it impacts learning, but also show it as it is processed.

13:10-14:00 | Salle 233
Saturday Onsite Presentation Session 3
First Nations and Indigenous Peoples
Session Chair: Maurita Murphy Marx

13:10-13:35

70495 | *Indigenous Identity and Rights: A Contemporary Debate on the Indigenous Group's Identity Crisis in South Asia*
Tahmina Yesmin Shova, the University of Sheffield, United Kingdom

The central question this paper poses is how to figure out who indigenous people are and what their appropriate rights are in a postcolonial setting. This becomes a serious concern to many political theorists of the minority rights movement, both in Western and non-Western contexts. European colonization and, later, decolonization of the Global South during the eighteenth century caused a series of forced transformations in the identities of indigenous communities, which have made it challenging for traditional explanations to work. Groups that were legally part of the majority community became minorities; settlers claimed to be natives; and geopolitics between Asian countries like Bangladesh and Myanmar all contributed to a complicated identity crisis that hasn't been solved yet. Concerning the severity of the problem, international organizations like the United Nations are now putting forward distinct kinds of universal rights for the indigenous people, who have suffered for being directly affected by cultural diaspora. But while such legal initiatives may make indigenous communities in Western countries feel positive, they fail to understand the nature of the indigenous identity crisis that took place in Asia. Since the international law of indigenous rights doesn't take into account the realities of colonialism when determining the rights of an indigenous individual, it makes the situation there even worse. This paper will concentrate on explaining the real causes that contribute to the Asian indigenous identity dilemma diverging from the Western one, as well as why the United Nations' proposed indigenous rights appear to be colonialist in nature.

13:35-14:00

71063 | *The Brazilian Choro: A National Identity*
Maurita Murphy Marx, University of Iowa, United States

As a professional performer, some grow to provide both performance and scholarship in their presentations, resulting in newfound knowledge and musical expression. I have been creating this process for 25 years. My laboratory has included studying the musical style on my clarinet with the top Choro clarinet performers in Brazil. In turn, as an educator of the highest distinction, my intent is to present lectures on how the Choro played a most pivotal role in developing Brazil's national music, and one that was truly Brazilian. Of significant importance is how the music developed throughout Brazil. The African slaves imported their rhythms to the rice plantations. This, coupled with the Brazilian natives and indigenous people, created melodies from their everyday lives. Other European forms were incorporated in the 19th century with the Brazilian government's importation of lighter-skinned races from Europe, most specifically Paris.
In summary, the presentation is comprised of both lecture and performance elements. The musical research is perhaps more hidden, evidenced by the highest performance standards and highly favorable critical reviews of my performance.

Saturday Onsite Presentation Session 4

Literature/Literary Studies

Session Chair: Kikue Kotani

14:15-14:40

67990 | *Lin Yutang's Christian Faith and Approach to Life*
Hsiao-Hui Chang, Chung Yuan Christian University, Taiwan

As a humorist who wrote many works introducing Chinese culture and philosophy in English, Lin Yutang (1895-1976) was famous in the field of literature in both the United States and Mandarin world. As a pastor's son brought up in Christianity, he left the church when majoring in theology at St. John's University in Shanghai for the reason that he did not agree with original sin and some other doctrines. On the other hand, he explored Confucianism and Daoism and then built his "philosophy of happy life" based on a balance between worldly behavior and transcendental mind. However, after World War II, he realized the imperfection of humanity and claimed that only Jesus's word is the true light of the world which leads his return to Christian faith. He wrote his spiritual pilgrimage into a book, From Pagan to Christian, published in the United States in 1959. In addition, he recorded the Chinese's attitudes toward the foreign religion and the contradiction between Chinese tradition and Christianity in his novels and essays. This paper will analyze his argument of religions, especially Christianity, and his unique philosophy of life according to his own writings and life experience.

14:40-15:05

69320 | *Stigma of Half-caste: Struggles for Empowerment and Identity in Sharan Kumar Limbale's The Outcaste*
Begary Krishnaiah, University of Hyderabad, India

Sharan Kumar Limbale is one of the first-generation Dalit writers in India. His autobiography The Outcaste presents his painful story of half-caste life, a life of a labeled illegitimate birth. The present paper seeks to analyse the social and cultural implications of the caste system in India and how the author was discriminated against and ill-treated by his illegitimate upper-caste father and also by the people of his community. It analyses Limbale's suffering and struggles to overcome these caste barriers both within and outside of his community. Having realized the importance of self-respect, he attempts to erase the stigma of "half-caste" and emerges as a successful individual both as a public servant as well as a writer influenced by the socio-political and economic philosophy of Dr. B. R. Ambedkar and other social revolutionaries of the contemporary period. The objectives of the paper are to find out the impact of the caste system on the life of an untouchable, the means to overcome and progress in life without being deterred by the hardships due to caste discrimination and exploitation and the means to get self-consciousness to defeat the discriminative and exploitative forces.
The methodology of the paper is, reading and interpretative analysis of the primary and secondary sources. The theoretical framework is based in key theoretical concepts of the related areas of studies such as Dalit, Marginalised, Cultural and Subaltern studies.

15:05-15:30

70184 | *Suppressed Love Poems of Hara Saihin, Female Kanshi Poet of Edo-era Japan*
Kikue Kotani, Nihon University Graduate School (retd), Japan

Hara Saihin (1798-1859) was a Japanese poet who wrote Kanshi, Chinese poetry, in the late Edo period. Her works are numerous and rivaled those of her male colleagues but unfortunately, research on Saihin has not progressed until recently. Except for Saihin, only men made their living as independent and itinerant Chinese poets. On her many journeys Saihin dressed as a man in samurai garb and carried a sword since it was dangerous for a woman to travel alone. Saihin's reputation is controversial because her behavior deviated from Confucian teachings that women should marry and bear children. Saihin's father, however, told her "You may not return home without success." Therefore, she spent her life traveling on foot around Japan, never marrying, as she built her reputation as a brilliant Chinese poet. Saihin did engage in romantic affairs. All her love interests were married men; if single, a man might demand marriage. Her father's friends condemned Saihin's behavior which disregarded Confucian ethics. The love poems of Hara Saihin, the subject of this paper, are written in her travel diaries. I will cover the poems of two of her affairs. None of Saihin's love poems has been published previously, neither in a biography nor a collection of her verse. This paper will clarify why Saihin's love poems have been suppressed and unpublished until my research was published in 2017.

15:45-17:00 | Salle 233
Saturday Onsite Presentation Session 5
Interdisciplinary Arts and Humanities
Session Chair: Barbara Jenkins

15:45-16:10

71389 | *Musical Parody and Innovative Urban Youth Cultural Activism in the Social Media Age in Zimbabwe*
Doreen Rumbidzai Tivenga, University of the Free State, South Africa

Young people in Zimbabwe have been living at the margins of the country's economy and politics, and under a repressive regime that thrives on silencing political dissent. In response to these conditions of marginalisation and repression, young Zimbabweans have harnessed the social media as a creative and alternative space through which they participate in political discourses in Zimbabwe. Drawing on the genre of music parody, this paper examines musical video parodies by a popular young Zimbabwean YouTuber, Taffy Theman (real name, Tafadzwa Ngubozako) based in Australia. The paper explores how Taffy Theman recreates contemporary music by other young Zimbabwean artists in a humorous way to question political cultures and ideologies of repression in contemporary politics in Zimbabwe. I argue that musical parody functions as an innovative genre that resonates with urban youth cultural activism in the social media age in Zimbabwe, while also connecting young Zimbabweans such as Taffy Theman who have been pushed to migrant spaces, with 'back home.'

16:10-16:35

71303 | *Revealing the Significance in Liminal Period Through Art Expression Extending the Rubber Band Model to Multi-Dimensional Limitations*
Ming Yan, University of Wales Trinity Saint David, United Kingdom

It has been stated that severe or long-lasting negative stress, for instance, failure of, or rejection from, valuable events or person that exceeds the individual's competencies and capacities to mitigate the impact of loss (Beck & Bredemeier 2016: 597) which happens alongside our lives, is able to trigger depression. Whereas before jumping into the hardly irretrievable depression directly, a gradual process happens to trigger genetic risk and depressogenic beliefs (Beck & Bredemeier 2016: 596) which helped to generate the progression as liminal period or "betwixt and between" state and better interpreting and formulating as the elasticity 'rubber band model' idea. It was created to better meet the dramatic development of technology and rapidly growth from manifold layers in the society and aiming to extend as a novel perception tool to interpret multiple relationships as human with human, art with technology. Research was conducted within 15 participants by visualising transition period inner feelings through art expression. Results were generated as three pairs: 'nature and simple', 'loneliness and feedback' and 'limitations and layers' which 'feedback' was further explored within various domains and extended the rubber band model to multi-dimensional limitations and considerations.

16:35-17:00

67967 | *NFTs and the Financialization of Art*
Barbara Jenkins, Wilfrid Laurier University, Canada

My presentation will address debates surrounding art NFTs (non-fungible tokens). Some view NFTs solely as speculative financial instruments that contribute to the excessive financialization of social and cultural life. Others view them as inclusive opportunities for people previously excluded from a sector dominated by ultra-high net worth individuals. Reviewing debates on the financialization of art, as well as issues concerning blockchain decentralization and democracy, I conclude that trade in NFTs is highly oligopolistic, accruing large profits for relatively few traders and artists. In addition, the developing structure of the blockchain art world imitates many of the exclusionary practices of the material art world. The ability for artists to mint contracts involving secondary sales of their work on the blockchain, however, could be a major step forward in improving artists' incomes.

17:15-18:55 | Salle 233
Saturday Onsite Presentation Session 6
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Antonio Alanis Huerta

17:15-17:40
70520 | *Engaging Students in Online Classes: Successes and Challenges*
Betsy Orr, University of Arkansas, United States

This study investigated students' reported successes and challenges in an online class. Participants in this study were enrolled in an online introduction to technology class at a land-grant university in the southeastern United States with a student population of 27,558. The 35-item survey to assess successes and challenges in online classes was administered to 157 college undergraduate students with the same instructor enrolled in the 100% online class. All assignments and communications were identical. The data were analyzed using the Qualtrics software program. The study aimed to determine what factors lead to student success and what factors students perceive as challenges in an online class. The research questions were: 1) What factors influence students' success in an online/virtual learning class, and 2) What challenges and problems do students face online? Survey questions focused on the following: (a) online format, (b) technology tools, (c) communication methods, and (d) successful online/virtual learning strategies. Results indicate that most students still prefer on-campus learning when given a choice. In addition, students perceive time management and an organized and caring professor as significant factors contributing to successful online learning. Finally, students perceive important challenges as being isolated from other students, time management, and keeping up with the coursework. Several teaching strategies for asynchronous instruction are provided at the end of the article.

17:40-18:05
70990 | *Rethinking Work Integrated Learning Pedagogy: Reflections Post COVID-19*
Natasha Janse van Rensburg, University of Johannesburg, South Africa
Charl J Roux, University of Johannesburg, South Africa

The consistent battle to ensure the quality outcomes in work integrated learning (WIL) experiences has been an ongoing matter for many higher education institutions. For universities who offer WIL modules, it is essential to ensure consistency from one year to the next with regards to student experiences, as well as meeting all the module outcomes. During the COVID-19 pandemic, universities moved to emergency online teaching, with profound implications for WIL. This autoethnographic self-study examines my lecture reflections on coordinating WIL pre, during and post COVID-19 to determine the challenges, opportunities, and future potential of my practice. Work integrated learning holds various benefits to students, and I have always believed that my approach to organising WIL is modelling good practice. However, the uncertainty of work placements and changing environments, has made reflection on how outcomes can be consistently met year after year invaluable. Whilst reflective practice has been beneficial in increasing the efficiency of WIL practices before COVID-19, post COVID-19 many adapted strategies provided otherwise not thought off opportunities for the WIL programme. As predicted not all reflections on the adaption to emergency online-teaching and its application to WIL was positive. However, findings of this study confirm the valuable nature of self-reflection, even under the circumstances of emergency teaching.

18:05-18:30
71381 | *Pedagogy of Compassion: Negotiating the Contours of Global Citizenship*
Saloshna Vandeyar, University of Pretoria, South Africa

Using the theoretical framework of pedagogy of compassion and single embedded case study methodology, this article explores how a teacher negotiates the contours of migration and social transformation to promote education for global citizenship. The research site was a former white school in South Africa. The research sample was a female Indian teacher and Grade 7 students. Data collection comprised a mix of semi-structured interviews, focus group interviews, observations, and field notes, and occurred over a period of three weeks in 2019. Data were analyzed by means of the content analysis method. Findings reveal that the teacher anticipated and fulfilled requirements not only to raise the critical consciousness of students but also to espouse an "epistemology of compassion" and implement a "pedagogy of compassion."

18:30-18:55
69674 | *Experiences and Pedagogical Reflections on Virtual Teaching Practice in Mexico*
Antonio Alanís Huerta, Centro de Actualización del Magisterio en Michoacán, Mexico

Home confinement, resulting from the measures of social distancing imposed to contain the COVID-19 pandemic, has posed a serious problem for most educators, parents, and students at the preschool and elementary levels worldwide. The same can be said for teachers and students in institutes and universities, both public and private. Thus, it is necessary to determine how to ensure continuity for the pedagogical process at a distance. Emergency remote teaching has demanded the use of all available technological resources for information and communication so that the objectives set in the curriculum can be accomplished. This has highlighted the need to understand the experiences of educators working in the aforementioned education levels in Mexico and Latin America at large. This paper shows the design and implementation of a survey to examine the experiences of teachers working from home during the COVID-19 pandemic. Each of the educators surveyed detailed how they dealt with the contingency measures imposed due to the pandemic, which strategies they applied in remote teaching, which difficulties they faced, and how their students responded. The contributions of the educators surveyed have been compiled here.

09:00-10:40 | Salle 234
Saturday Onsite Presentation Session 1
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Vitor Ribeiro

09:00-09:25

69264 | *Analysis of Automated and Personalized Student Feedback to Improve Learner Experience*

Ikechukwu Ogbuchi, Atlantic Technological University, Ireland
Ontiretse Ishmael, Atlantic Technological University, Ireland
Etain Kiely, Atlantic Technological University, Ireland
Cormac Quigley, Atlantic Technological University, Ireland
Donal McGinty, Atlantic Technological University, Ireland

Due to the vast amounts of data generated at Educational institutions and need for teachers to personalize feedback to every student, having an automated feedback system to support educators is important. Data research teams at the Atlantic Technological University have developed an automated feedback system that sends lecturer feedback to student based on their performance and learning patterns. This was developed using a combination of different technologies from the application of python programming, data cleansing, and API link using Microsoft Power Automate. This paper reports on the student feedback from this system and their experiences reading them. Data gathered from students regarding their experiences in educational institutions is known as student feedback. This feedback can be expressed in speech, writing, or gestures. Additionally, it is utilized by organizations or educators to implement changes to current practices. Students lose focus on the goal of learning when grades are attached to every assignment, whether it be summative or formative, and instead adopt the mindset that they must perform with mastery even from the first time they tackle an issue. This frequently prompts students to look for holes and short cuts to get a decent mark. They avoid learning so that, even if they have not grasped the content, they are more likely to succeed and receive the highest grades. The only way to escape from this grade-oriented fixation is through a fundamental educational change that emphasizes the value of feedback in student learning rather than relying on grades and results. Data used for this pilot study is taken from a selection of first year students(n=209) and this paper discusses the methods used to automate the personalized student feedback and also reports on the student experience of the system.

09:25-09:50

71055 | *A Study into the Scale Perception Levels of Freshmen Design Students in Interior Architecture Education*

Gizem Çorluluoğlu, Tobb Echonomics and Technology University, Turkey
Ahmet Fatih Karakaya, Tobb Economics and Technology University, Turkey

Scale is a measuring tool that allows designers to accurately represent the size of an object in a technical drawing. The term scale refers to the proportion of the drawing size to the real size of the object. Object scale elicits a variety of responses in design disciplines. Designers have designed scales based on multiple references from the past to the present. The basic measurement unit in Le Corbusier's Human scale-based system (Modulor), which is considered the basis of the interior design scale, is human, and the remaining spatial elements are shaped on the basis of this scale. Forms are realized in the discipline of interior architecture with technical expressions created in accordance with specific scales. It is possible to conclude that in design education, students' strong perception of scale is directly proportional to their level of professional competence. Students are known to struggle with the concept of object scale. Because "scale" refers to both a technical measurement system and an emotional and perceptual phenomenon, the processes of comprehending and teaching object scale measurement in design education are rigorous. In order to cope with this complex process, many educators use experimental methods to try to explain the object scale to the design students. In this study, freshmen interior architecture students' scale problems were determined using various perceptual approaches. In accordance with the findings of these evaluations, innovative suggestions for improving students' scale understanding skills in basic design education were presented. In light of the findings, it was underlined that fundamental design education should be supported by a new generation learning process, and students' scale perceptions should be developed in this direction.

09:50-10:15

71265 | *Impact of Student Diversity on Learning: Flipped Classroom vs Traditional Courses*

Theresa Bauer, Technical University of Munich, Germany
Manuel Förster, Technical University of Munich, Germany

Student diversity continues to increase, and traditional learning formats often cannot accommodate the diverse needs of students in terms of differentiation and individual support. Other teaching concepts, such as the flipped classroom, can offer solutions to this problem. The basic idea of the flipped classroom is that learning activities concerning the basic understanding of the subject matter are acquired at home to make room for individual support and complex tasks in the face-to-face course (Arnold et al., 2018). In this study, two longitudinal surveys were conducted in a large-scale statistics course with 1.503 students. Of these, 759 students attended the statistics course in the traditional format and 744 attended the flipped classroom. Data is available on diversity, learning behavior, and learning success in both course designs. This study is one of the first to compare heterogeneous conditions and their effects on learning behavior in the flipped classroom with those in traditional courses: How does student demographic, cognitive and motivational diversity affect individual learning behaviors? How does learning behavior and course design affect learning success? Derived from the Supply-Use-Model (Schrader & Helmke, 2008), a learning success model was developed that takes into account different types of diversity. The data analysis by using structural equation modeling with Mplus shows that demographic, cognitive, and motivational diversity have an impact on learning behavior. Moreover, a significant relationship between quiz participation and long-term learning success shows that the more frequently students participated in the quizzes, the higher their learning success in the flipped classroom.

10:15-10:40

70486 | *Sustainability and Critical Thinking – The Use of Video as an Evaluative Resource in Higher Education*

Vitor Ribeiro, University of Minho, Portugal
Margarida Quinta e Costa, School of Education of Paula Frassinetti, Portugal
Isilda Monteiro, School of Education of Paula Frassinetti, Portugal

Teacher training must respond to the demands of today's society, which is more reflective and critical, integrating scientific knowledge in response to social and sustainability problems. Over the course of a semester, in a curricular unit of a master's degree to future teachers (children 6-12 years old), students built knowledge within the scope of sustainable development, analyzing the surrounding reality, researching and reflecting on the appreciation and preservation of cultural and natural heritage and the major environmental issues of today. At the end of the class a video was made by the students organized into groups, as an evaluation tool. In this way, the students transferred the knowledge obtained to a critical analysis of a street/square that they selected, presenting sustainable improvement proposals, identifying the space on static and interactive maps, collecting real images, integrating others from different sources, namely old photographs to know the evolution over time. The video included explanations and comments. Then, we apply a questionnaire survey to analyze student's opinions about the work carried out and their perceptions about the potential of using video in their professional future. Almost all students considered the video a valid resource to consolidate what they learned about sustainability, positively evaluating the work they performed. In their future practice, they considered the possibility of producing videos or guiding students in their realization (50% and 35% of students, respectively) considering the use of videos as an assessment resource an innovative approach.

10:55-12:10 | Salle 234
Saturday Onsite Presentation Session 2
Learning Experiences, Student Learning & Learner Diversity

Session Chair: Dale Konstanz

10:55-11:20

68249 | *International Students' Acculturation in a Central European University*
Jennyfer Paola Casas Trujillo, University of Debrecen, Hungary
Ilona Dabney-Fekete, University of Debrecen, Hungary

Higher Education in Central European countries is gaining a lot more attention worldwide. The interest in central European universities could be due to its location, cost of living and availability of scholarships. The present study is conducted in Hungary, and thanks to its government policies of education, the number of students from countries around the world is increasing. Higher education institutions are benefiting from this positive strategy. This is the case of Debrecen the second largest city of Hungary and the University of Debrecen, the institution with the largest number of international students, becomes the appropriate setting for this research. The multicultural environment requires be investigated as a source of information to understand its processes. Therefore, structured interviews with international students from the most common nationalities of sending countries were analyzed through thematic analysis. The results showed that acculturation is mediated by three main aspects: Imaginaries vs realities, Integration by students and cultural differences. The results of the research benefit the University under study, education organizations, and inform people who are interested in studying in Hungary.

11:20-11:45

68890 | *What Can Explain Success of Foreign Language Teaching in Different Countries*
Gunel Eyvazli, University College London, United Kingdom

The article provides an analysis of factors that define the success of foreign language teaching in different countries. Specifically, two main factors that have a big say in the success of foreign language teaching are described. These factors, namely, whether teaching a language as a separate subject or as a medium of instruction and the influence of general student attainment in the countries taken influence most the result of foreign language proficiency, are studied. The study involves several languages; various examples mainly include English, French, and Russian languages that are provided to support the view of the author. For analysis, the 10 most successful countries in the EF English language Proficiency Index 2022 are taken, and MSSD (Most-Similar System Design) method is used while comparing the PISA results of the same countries to observe which factor is the most defining in good knowledge of a foreign language, or it is the combination of both.

11:45-12:10

69944 | *In the East and to the West: A Collaborative Hands-On Learning Video Project for Students Abroad and at Home*
Dale Konstanz, Mahidol University International College, Thailand

Studying abroad for a term or year at a university in another country provides unique learning opportunities and can be eye-opening for students. The experience, however, can also be challenging, especially for those who encounter homesickness and miss familiar surroundings and classmates. Bearing this in mind, a group of three Communication Design students; two who went abroad to Austria and one who stayed at home in Thailand, participated in a collaborative video project under the guidance of their design professor. The students initially produced raw footage in their respective locations and then later edited the clips into a short video with a split-screen format. The video entitled, "Same Same" focuses on the theme of Eastern and Western cultures and juxtaposes various moving images from two different parts of the world, setting up a dialogue between the clips positioned side-by-side. The objective of the video is to encourage viewers to embrace the diversity of people and places, yet realize there are a multitude of commonalities among humans. The project created an opportunity for physically separated classmates to engage in active learning with one another and it also provided the chance for them to clearly see the differences and similarities between places abroad and their home country. Since this project was created by design students, they experienced how other environments provide new inspiration for creative work, and it also prompted the students to appreciate their own culture and life in their place of residence.

13:10-14:00 | Salle 234
Saturday Onsite Presentation Session 3
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Nina Đukić

13:10-13:35
67082 | *How Do ESL Learners Talk and Interthink in Asynchronous Online Discussions?*
Zenia Chan, University of Cambridge, United Kingdom

Education in the post-pandemic era is presented with prospects to reconfigure the mode of teaching and learning with the affordances of technology. Despite the prominence of classroom talk and its associations with students' thinking, little is known about such effects when talk is conducted in a purely asynchronous online context among students and teachers who learn English as L2. The current mixed methods study explored how Hong Kong ESL learners talk and think together using a micro-blogging tool, Padlet. Twenty-five students from a HK secondary school were recruited to post their individual views on news articles before engaging in open-floor discussions about their opinions. They were then asked to write a short self-evaluation on their discussion process and evaluate their talk with a self-evaluative questionnaire. Five students were invited to participate in subsequent semi-structured interviews. The Scheme for Educational Dialogue Analysis was adopted for coding written contributions while thematic coding was adopted for oral transcriptions for analysis. Results showed that the online talk had short turn-taking and was dominated by reasoning and questioning. However, this type of online talk exposed students to a wide range of views and future learning opportunities. It also promoted the depth and breadth of their thinking and triggered internalisation of co-constructed ideas for individual production with a heightened sense of self-evaluative awareness. Based on these salient findings, the significance of learning via online talk is identified. It is also recommended that self-evaluation should be integrated in the learning process to facilitate students' interthinking.

13:35-14:00
71205 | *Long Distance Recordingship: Assessing the Use of Remote Recordings in Acoustic Research on Serbian EFL Students' Acquisition of English VOT*
Nina Đukić, University of Belgrade, Serbia

Though research in acoustic phonetics entails laboratory conditions, the rapid technological development accelerated by the COVID-19 pandemic bids the question of remote recording, the success of which could provide phoneticians with more research opportunities. This paper explores the feasibility of remote sample collection in the context of a concrete acoustic experiment: examining the degree of aspiration in initial voiceless stops in Serbian and English with Serbian EFL students. Since the role of positive VOT in English and Serbian differs significantly, a clear contrast between English long-lag and Serbian short-lag stops might prove challenging for Serbian EFL students. To examine the degree of VOT acquisition, audio recordings are made for 5 intermediate and 5 proficient students at the Faculty of Philology, University of Belgrade. The participants are firstly recorded in laboratory conditions. Next, the participants are asked to read the same material in a quiet space within their homes, record their speech using mobile phones, and deliver their recordings via email. For each token, both laboratory and remote recordings are examined using the speech analysis software Praat (Boersma & Weeninik, 2023). The quality of remote recordings is determined by the ability to successfully label and measure the section between the plosive release burst and the onset of vocal fold vibration on a spectrogram, using laboratory recordings as reference. This study aims to determine whether remote sampling could be a reliable method for phonetic research, while simultaneously using the recordings to draw conclusions on Serbian EFL students' positive VOT acquisition in English.

14:15-15:30 | Salle 234
Saturday Onsite Presentation Session 4
Adult, Lifelong & Distance Learning
Session Chair: Piotr Zychowicz

14:15-14:40

69289 | *Experiential Learning and Capital Acquisition Through a Domestic Canadian Student Exchange Program*
Ashley Rostamian, University of Toronto, Canada

Pan-Canadian exchange programs provide students unique learning opportunities that may differ than those found in international exchange programs. In Canada, the publicly-funded domestic exchange program, Explore, invites students to participate in university language classes and community sociocultural activities in another province to develop their second official language skills. In this mixed methods study, former Explore students were interviewed (n=28) and surveyed (n=46) to investigate students' experiential learning, as well as their social and cultural capital acquisition, from their participation on exchange. Findings suggest that in addition to evidence of experiential learning, there is substantial peer-to-peer learning that occurs within exchange program settings. In terms of social capital, participants built ties upon which they drew resources during and after the exchange (i.e., information about the host community; French language learning; professional, academic, and travel information and opportunities; and, continued companionship). As for cultural capital, participants acquired cultural resources in three domains, notably their bilingualism, as well as their understanding of both the host community environment and the wider Canadian landscape. In the process of acquiring cultural and social capital, students' understanding of identities, mobilities, and regionalities were challenged and changed. Ultimately, domestic exchange programs equipped students with relevant resources and shaped their social imaginary of Canada. The study offers insight on 1) theories of experiential learning, cultural and social capital applied in the context of domestic exchange programs, and 2) the role of society and state in student learning.

14:40-15:05

71327 | *Analytic Recommendation of Learning Graphs Based on User's Learning History*
Massra Sabeima, University of Paris 8, France
Myriam lamolle, University of Paris 8, France

Learning online (e-learning) has gained popularity in a world where emerging technologies are transforming the world in particular self-training due to what it provides of low-cost learning and relieving the learner of all logistical concerns that traditional learning methods impose. Although e-learning systems have managed to establish many advantages, in terms of time management, and economic level, and also provide much more learning freedom when it comes to when and where a person wants to learn. Some improvements in the learning sessions themselves are still needed. In particular adaptability between user profiles, the variable personal user preferences during his learning sessions, and the learning path. In this work, and to address that issue we propose a system that recommends learning graphs to users based on their profiles, preferences, and progress, based on an analytic review of experiences from multiple users' learning sessions. Having three ontologies; UserProfil Ontology to model the learner, Training Ontology, and Multimedia Resources Ontology modeling respectively the domain and resources; We analyze the users' session history stored in those ontologies to produce recommendations based on matching profiles, taking advantage of the web semantic multiples uses.

15:05-15:30

69903 | *Development of a New Framework for Needs Analysis in Community Learning in the UK: Exploring Future Implications and Directions*
Piotr Zychowicz, Hong Kong University of Science and Technology, Hong Kong

The purpose of this presentation is to revisit and evaluate the prior recommendations made concerning the needs analysis procedures in Adult Education in the United Kingdom. It is widely recognised that teachers and students continuously assess their academic progression, and formative assessment serves as a measure of this progression (Cai & Yao, 2022). Within the framework of community learning in the UK, students are expected to undertake initial assessments in areas such as language, literacy, or numeracy, in addition to formative assessment. There are multiple initial assessment methods available, and the choice of the most appropriate method for a specific group of students is left to the discretion of the education providers. The initial research project focused on an Adult Education provider based in the Midlands, UK and its findings challenged prior theories regarding initial assessment and proposed a new and more effective approach. To achieve the research objectives, two methodologies were employed: secondary data research and primary qualitative data collection through follow-up interviews. The study participants comprised both practitioners and students who participated in needs analysis in the context of adult education, and the follow-up involved conducting in-depth interviews with both original and new participants.

15:45-17:00 | Salle 234
Saturday Onsite Presentation Session 5
Foreign Languages Education & Applied Linguistics
Session Chair: Peicheng Ina Wei

15:45-16:10

71156 | *Young Learners' Perception Toward Corrective Feedback in the English Classroom – Through the Lens of LIWC*
Peicheng Ina Wei, National Changhua University of Education, Taiwan
Yungchu Chang, National Chi Nan University, Taiwan

The investigation of English learning processes among young learners remains a crucial area of research for scholars and educators alike. The present study endeavors to shed light on the potential influence of corrective feedback (CF) and the classroom interaction language utilized by English teachers on primary school students' learning effectiveness. Linguistic Inquiry and Word Count (LIWC) software was utilized to analyze 268 self-reported perceptions of fifth-grade learners regarding the CF provided by their teachers. Qualitative data were collected via a written questionnaire that aimed to elicit participants' perceptions of teachers' CF and the underlying reasoning that supported their viewpoints. The LIWC analysis facilitated the identification of distinct linguistic features that were classified and examined in relation to learners' year-end summative English test scores to investigate the relationship between learners' perceptions of CF and their English academic achievement. The study's findings demonstrate several correlations between participants' language use in self-report and their academic performance. Moreover, participants expressed a strong desire for receiving positive and supportive language in classroom interactions from both teachers and peers. These results underscore the critical role of corrective feedback and classroom interaction language in fostering effective English language learning among young learners. In summary, these findings emphasize the importance of CF and classroom interaction language in promoting English learning among young learners. Additionally, this study provides pedagogical implications for English teachers, offering valuable instructional strategies that can effectively foster English learning in primary schools.

16:10-16:35

69650 | *Digital Literacy Practices of Sri Lankan Undergraduates in English: Exploring Purposes of Digital Literacy Practices in the Everyday Context*
Disna Nanayakkara, Monash University, Australia

The proliferation of digital technologies has drastically changed the relationship between everyday life and the youth's use of the English language. Especially in the context of higher education, digital literacies in English have become a crucial factor in determining their dreams for a better life. Considering the global and local economic trends, digital literacies in English play a decisive role in graduate employability in Sri Lanka. However, there is a disparity between undergraduates' formal English language learning and their everyday needs because the traditional language teaching practices fail to address the new needs of Adult English language learners in highly digitalised socio-economic contexts. Accordingly, this study was set to investigate the digital literacy practices of Sri Lankan undergraduates focusing attention, particularly on their social purposes of engagement and preferences for using English in everyday life. Utilising digital ethnography as the methodology of the study, semi-structured interviews and digital artefacts collection: digital literacy proformas and screenshots of participants' daily digital literacy practices were used to collect data from the six purposefully selected participants. To analyse data, thematic analysis was used. The findings indicated that participants utilised digital literacies as a medium to solve the socio-economic problems in their everyday context. In this scenario, the social purposes of digital activism, self-directed learning and voluntary student activities were evident. Therefore, this study suggests an integration of digital literacies into formal language teaching, which includes addressing the new English language needs of adult learners, creating spaces for authentic learning practices and enhancing learner agency.

16:35-17:00

67603 | *Achieving Skills Transfer Through Learning Chinese as a Foreign Language*
Qi Wang, The Chinese University of Hong Kong, Hong Kong

The population of Chinese learners has been increasing 40% each year, and nowadays Chinese courses are provided world widely in 104 countries and over 3000 universities. As the oldest Chinese Language center in Hong Kong, it has been the best place to learn Chinese (Mandarin & Cantonese) for foreign learners over half a century. Based on the theory of David Kolb's Experiential Learning Theory, this practical report will present you how the teacher leads the learners to transfer the hard skills (Knowledge etc.) to soft skills (Interpersonal Skills etc.) successfully via different methods and teaching techniques. Part 1, The challenges of both learners and teachers under the current curriculum. Part 2, The identified roles of both learners and teachers to build learner-centered rapport. Part 3, The targeted learners and the core of learning objectives to draw up the whole picture of hard skills, ex. Mind-Map. Part 4, The examiner for both learners and teachers, ex. Feynman's Technique. Part 5, Skills transfer and feedback to be more productive in diverse global cross-cultural contexts. Skills transfer related to many factors, but the key part is to train the learners to gain the soft skills and practice them in the dynamics of interpersonal communication, rather than hard sell the teaching task to kill the lecture time.

Saturday Onsite Presentation Session 6

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Isabel Yee Pinn Tsin

17:15-17:40

69358 | *Teaching Ethics of Artificial Intelligence: When Lyrics Pitch a Necessary Melody for Interdisciplinary Content*
Thando Nkohla-Ramunenyiwa, University of Pretoria, South Africa

What makes Artificial Intelligence (AI) so intriguing is the discourse it creates when it comes to the ability of machines, an ability so advanced it affects how every area of society functions. This functionality comes with ethical considerations of AI, locating Ethics of AI as a discipline within philosophy. Nevertheless, the ethical considerations accompanying AI are not confined within philosophical, conceptual discourse and debates, but have practical ramifications permeating into other disciplines. Accordingly, this qualifies the Ethics of AI as an interdisciplinary field of study. It follows that teaching Ethics of AI as a philosophy lecturer requires an appeal and relatability that will embrace students from diverse fields of study who are registered for the module. The objective of the paper is to, with reference to the experience of a philosophy lecturer, suggest a tool or method the lecturer used when teaching Ethics of AI to students from diverse disciplines. Through this, the lecturer found lyrics from particular songs as an effective tool to appeal to students from diverse fields. As a result, the paper makes a claim that if music can cut through borders, cultures, class, race, etc, so can the lyrical content of songs pitch a necessary melody with an interdisciplinary appeal.

17:40-18:05

70039 | *Pedagogical Data in Art Education: The Impact of Readily Available Online Reference on Art Teaching in India*
Nikhil Sharma, Indian Institute of Technology IIT Kanpur, India

Wickstroem (2011) and Hickman (2019) have argued for providing art education to foster an environment conducive to self-discovery and empathy for children. The National Education Policy of India has given exponential impetus to arts education. Moreover, India's average art teacher-student ratio is 1:1400, which reveals the sad state of art education and indicates that the subject is often marginalised and needs more resources and economic and logistical support to meet students' requirements. Furthermore, art educators are burdened with providing education for many students but are also loaded with administrative and teaching responsibilities. Due to excessive workload and time constraints, there is less opportunity for teachers and students to engage in thought-provoking and creative exercises. Thus, art teachers often rely on readily available online references. As an art educator and researcher, the author observes the lack of critical engagement with such "result-oriented" classroom activity and their impact on churning out attractive but imitative outcomes. At this juncture, this study examines the nature of art education practices and the impact of online-accessible visuals as a teaching resource in the school system of India. A qualitative approach analysing students' artworks from Indian schools, supported by art teachers' interviews, is employed to examine this issue drawing on the concepts developed by Wickstroem (2011) and Devi Prasad (1998). As a final recommendation, the study directs the teachers to adopt online references critically and mindfully to foster the development of children's self-discovery and empathy.

18:05-18:30

69303 | *Inclusive Communication of the Architectural Project as Application of Principles of Universal Design for Learning (UDL) in the Undergraduate Program*
Vanessa Lucianna Zadel Velasquez, Universidad de Lima, Peru
María De Los Ángeles Sánchez Trujillo, Universidad San Ignacio De Loyola, Peru

This study shows the inclusive communication tools of the architectural project as a result of the didactic methodology, based on the principles of Universal Design for Learning (UDL), applied to a group of second-year architecture students in Peru to contribute to their values training. As information collection techniques, documentary analysis was applied to student plans and models and qualitative observation. Understanding that the diversity of users is essential for the professional practice of all architects, who have the responsibility of improving people's quality of life through the design of spaces where human life takes place. For this reason, the design and development of architectural projects must be carried out considering accessibility and universal design. It is essential, then, not only to achieve accessible architectural projects, but also to ensure that future architects know how to communicate their development in an inclusive manner, forming in them values such as equity, empathy and respect for others. The DUA allows not only to "put oneself in the place of the other" but also to learn in an equitable and inclusive way. Students "learn to learn" in different ways, becoming aware of the diversity of users that inhabit and form our societies. The DUA benefits everyone, students with and without disabilities, which means that this model does not homogenize or parameterize learning through a single model, but on the contrary, it accepts diversity as a range of possibilities that allows a flexible approach, encouraging participation, involvement and learning based on individual needs and abilities.

18:30-18:55

68673 | *The Effects of Background Music in the Laboratory on the Behavior, Focus and Motivation of Science Students*
Isabel Yee Pinn Tsin, Sunway College, Malaysia

There remains a lack of studies on the effect of background music on teaching and learning, particularly in a laboratory environment. Music has the ability to calm the mind, making one more receptive in receiving and processing information. An action research study was conducted on students from the Monash University Foundation Year (MUFY) via post-laboratory surveys, classroom observations and small group interviews. There were sixty MUFY students taking Chemistry who participated in the study. The study was conducted over a course of fifteen weeks which culminated into one semester. Research showed that 100% of college students from MUFY agreed that music created a positive and happy learning environment. Approximately 76.7% disagreed that music in the laboratory was too loud or distracting for them. About 91.7% students concurred that music in the laboratory helped them relax during practical sessions and 77.0% students felt that music aided them to stay focused on their work. An overwhelming majority of students (98.3%) surveyed that they preferred music being played in the lab, rather than an absence of music. However, most preferred neither rock nor heavy metal songs, but were in favor of soft, jazz or classical music due to the less distracting rhythms. This study showed that background music helped students to relax, stay on-task and increased their motivation in completing practical sessions. Overall, music in the laboratory created a positive and conducive environment for students to work as it affected their behavior, focus and motivation.

09:00-10:40 | Salle 269
Saturday Onsite Presentation Session 1
Design, Implementation & Assessment of Innovative Technologies in Education
Session Chair: Ming Wai Chung

09:00-09:25
70303 | *The Gene and the Screen: A Novel Approach to Teach Children Genomics*

Dima Darwish, Qatar Foundation, Qatar
Doha Assaf, Qatar Foundation, Qatar
Radja Badji, Qatar Foundation, Qatar
Yaser Alsarraj, Qatar Foundation, Qatar
Tasnim Fadl, Qatar Foundation, Qatar
Heba Yasin, Qatar Foundation, Qatar

Genomic education is the study of genetics, including the structure and function of genes. Teaching children about genomics is important for several reasons: Understanding genetic traits, promoting informed decision-making, preparing for the future, advancing scientific literacy, and promote scientific thinking. By learning about genetics, children can develop critical thinking skills and a better understanding of the scientific process. Overall, genomic education is important for children because it can help them understand themselves, make informed decisions, prepare for the future, and promote scientific literacy. Our approach as a genomic education department was to gamify genomics. Our game "Genome Heroes" caters to children from age 6 to 12, with specific levels and missions to complete for each age. This approach was developed by geneticists, with the help of animators, game developers, and piloted and tested by a variety of children groups, including different ages, and capabilities. Gamification can be an effective tool for science education, helping children understand science concepts better by increasing engagement, promoting active learning, providing personalized learning experiences, giving immediate feedback, and encouraging collaborative learning. Let's discover the world of "Genome Heroes" together, and how it can help children, teachers, and basically anyone interested to learn about genetics and heredity.

09:25-09:50
70944 | *Written Exams Management and Grading During COVID-19 Pandemic*

Nello Scarabottolo, Università Degli Studi Di Milano, Italy

The paper discusses what happened in an Italian University with more than 60,000 enrolled students during the crisis caused by the Covid-19 pandemic, that forced identification of suitable scenarios for carrying on online written exams, sometimes involving huge numbers of participants. First, different scenarios identified for proctoring student behavior during such exams will be described, identified on the basis of the number of students registered for each exam session. In fact, after some trials, the number of 100 students has been considered the threshold between "small" sessions (with proctoring performed by thet teacher and her/his collaborators through web conferencing tools) and "large" sessions requiring automated proctoring. Then, the paper will use data of academic years 2018-19 and 2020-21 (i.e., before and during the Covid-19 crisis). The 9,703 small exam sessions and the 260 large exam sessions in 2028-19 will be compared with the 8,679 and 223 small and large sessions in 2020-21 in terms of effective student participation and student grading. In particular, grades attributed by teachers in all these sessions will be compared in terms of averages and standard deviations between the two considered academic years. Main purpose of such a comparison is the evaluation of the effectiveness of the proctoring scenarios above mentioned, and their applicability to carry on remote written exams even after the Covid pandemic, whenever convenient (e.g., to examine part-time, employed students).

09:50-10:15
68159 | *Developing a Pedagogical Procedure for Training Low-Proficiency English Language Students in Peer Review: Longitudinal Study*

Nouf Aljohani, University of Jeddah, Saudi Arabia

In this research study, unlike previous studies that have examined the advantages of peer review (PR) for low proficiency students, uses a longitudinal action mixed methods design is used to explore the impact of peer review on the academic writing of students with low English proficiency. Examining the literature shows no study has tracked the changes of peer review qualitatively and quantitatively, reporting the process and results session by session during PR training that support the comprehension and application of learning criteria. The format was a longitudinal action study, which analyzed the written peer review feedback, essays, and reflections of 40 learners. The pedagogical process involved integrating feedback that connected to the learning curriculum, criteria, and students' levels, training learners on the use of assessment criteria after clarifying the learning goals, providing them with the scaffolding of a PR framework that includes clear feedback, involving them in the PR process and reporting the students' progress. To track writing improvement quantitively, the two raters assessed students' essays from the first and last sessions. To track writing improvement qualitatively, students wrote two guided, reflective essays, one at the beginning and one at the end of the experiment. Results showed that at the beginning of the study, the students experienced challenges in identifying problems with rhetorical content of their peers and by the end of 11 weeks, they were able to provide succinct peer feedback that included examples and explanations of classmates' grammatical and rhetorical errors. It also showed improvement in their own writing skills.

10:15-10:40
68782 | *Re-envisioning Web Learning and Communication Experience with WebXR*

Ming Wai Christy Chung, The University of Hong Kong, Hong Kong
Chi Ming Chan, The University of Hong Kong, Hong Kong

As the evolvement of internet technologies, various information and communication technologies are adopted to enhance the language learning process and to facilitate effective communication. Over the past decades, we have been in a whole new world of knowledge learning, diffusion, and communication with augmented reality (AR) and virtual reality (VR) technologies. Web extended reality (webXR) is being used as a solution to bridge the real world and the virtual world in learning and communication activities designed under the web browser. The ability to adopt these kinds of technology to diffuse disciplinary knowledge is necessary for our new generations. Aiming at re-envisioning the immersive web learning and communication experience with webXR, we initiated a project in 2022, intended to establish a webXR-based Virtual Chinese Language Learning Centre (VCLLC) to provide a well-structured virtual learning environment for students to deploy both the Chinese language communication skills and the webXR technology ability to effective writing, display and diffuse their disciplinary knowledge in the Chinese language which can be best suit for modern communication. In this paper, we will discuss and share some experiences on the establishment of a transdisciplinary assignment mechanism that helps students' learning in the use of the Chinese language with latest ICT technology to diffuse and communicate on a new level by promoting hands-on practices, which can encourage our students imagine, create, and deliver innovative XR experiences with their disciplinary context in the Chinese language.

Saturday Onsite Presentation Session 2

Higher Education

Session Chair: Deepak Shamvedi

10:55-11:20

70563 | *Why? What? So What? — A Pilot Study on Postgraduate Students' Use of an Online Learning Series in Active Reading*
Yvonne Loong, Chinese Univesity of Hong Kong, Hong Kong

An area which has been receiving relatively less attention but is fundamental to postgraduate success across disciplines is the ability to read actively and evaluate critically the primary literature and scholarly work, and then make sense of it in order to pursue and create knowledge in the specialized fields. Active reading skills are often assumed by universities and dissertation supervisors as something their students can naturally develop over the course of their study period. But reality has informed us who work in universities that such skills are neither in-born nor taught specifically in most cases. Coupled with the scarcity in independent learning resources suitable for postgraduates in the area, the Independent Learning Centre and the Library of the Chinese University of Hong Kong thus decided to develop our own online learning series Active Reading (alongside the Critical Thinking and Academic Publication Skills series) to support our students in their academic study. Apart from discussing the motivation and pedagogical concerns behind the development of content, this presentation will also cover a pilot study on students' use, evaluation, and comments on the modules in the Active Reading series. Changes made in response to the findings of the pilot study will also be illustrated. It is hoped that the presentation will shed light on how universities can better support PG students in developing two of the most sought-after skills in the increasingly knowledge-based world in the twenty-first century, namely the high-level analytical thinking and sophisticated communication skills.

11:20-11:45

70974 | *A Review on the Ethical Principles of Conduct on Turkish University Websites*
Büşra Ceyhan, İstanbul Health and Technology University, Turkey

The aim of this study is to examine whether state universities in Turkey include ethical behavior principles on their university web pages. From past to present, ethical standards for university members and students are discussed, and these people who share the university environment are expected to act in accordance with ethical principles. Universities, on the other hand, are obliged to clearly share the current ethical principles with all their members and students and are responsible for contributing to their applicability. For this purpose, the websites of 129 state universities in Turkey were examined whether they included basic ethical principles for academicians, staff and students. In this direction, purposive sampling method, which aims to examine in the context of the purpose of the study, was used. The sample of the study consists of all state universities in Turkey (N=129). In the study, the texts on the university web pages were examined within the scope of document analysis, one of the qualitative research methods. According to the results obtained, no content on "Ethical Behavior Principles" was found on the websites of 49 state universities in Turkey. At the end of the study, 40 universities that do not have this content will be contacted via e-mail and a request will be made to position the content.

11:45-12:10

69312 | *The Impact of COVID-19 on the Communication & Engagement of Engineering Students: An Analysis*
Deepak Shamvedi, University of Dundee, United Kingdom
Ayush Joshi, University of Bristol, United Kingdom

Covid-19 pandemic had an enormous impact on various industries around the world. One industry that was severely impacted was higher education. With all educational institutions being closed for in person activities, teaching was forced to be moved online overnight. Now, even though the use of digital communication for education is not new and has existed for a long time especially within the open universities, the pandemic enforced all universities to adopt digital communication immediately. The move was so swift, that it led to a severe impact on satisfaction of their overall courses, issue amplified due to the lack of students-staff, and student-student engagement. In this study we explored in a nuanced way the reception of various online education and communication forced by the pandemic. In this regard, a small study was conducted on 29 engineering students at a higher education institution in Scotland. A quantitative approach was used where, five aspects of online communication, engagement and delivery of education were explored. Findings revealed that a significant number of students had a reduced or low level of engagement with their peers and staff which shows that the pandemic had a negative effect on their educational experience. Similarly, while there were initial hiccups towards the adjustment to the new mode of teaching, most of the students were satisfied to the changes made to online teaching. The findings of the research study aim to provide reflection points/ recommendation to higher education institution which aim to continue synchronous teaching post pandemic.

Saturday Onsite Presentation Session 3

Educational Policy, Leadership, Management & Administration

Session Chair: Joanna Roberto

13:10-13:35

69288 | *Examining the Nature, Consistency, and Perplexity of Principals' Decision-making Processes: A Policy and Ethical Perspective*
Asma Khethail, United Arab Emirates University, United Arab Emirates

This mixed-methods research study explored the nature, consistency, and perplexity of principals' decision-making processes in the United Arab Emirates (UAE) with a policy and ethical perspective. The study employed an explanatory sequential mixed methods design, involving the quantitative and qualitative strands in a sequence. Six UAE cycle three principals were interviewed and 27 responded to the online google form survey questionnaires respectively. Findings from the quantitative data analysis revealed that when making ethical decisions, principals experience uncertainties and inconsistencies. Principals in the context of UAE high schools preferred an ethic of care approach to decision-making, followed by a moral absolutism approach, and then a moral relativism process. Additionally, most principals agreed that they consider educational policies in their decisions and must implement all the requirements even if it conflicts with their ethical decisions. Almost all the interviewed principals agreed that they need professional development training in ethical decision machining. In conclusion, there are many significant educational policies that affect the school principals' practices that must be taken into consideration when making ethical decisions. The implications, recommendations and further research directions are discussed.

13:35-14:00

69438 | *Narrative and Phenomenological Case Study of K-8 Education Leadership: Six Turnaround Leadership Strategies*
JoAnna Roberto, Niagara University, United States

This is a narrative and phenomenological case study of K-8 education leadership with the researcher as a participant observer. The study analyzes the roles of four school teams comprised of a superintendent of education, principals, vice-principals and instructional coaches deploying six turnaround leadership strategies in four focus schools to produce significant improvements in student academic achievement as reflected in higher standardized test scores, overall student well-being, and school culture and camaraderie. For the context of this research, focus schools are defined as underperforming schools in low socioeconomic status (SES) neighborhoods that are transformed into high performing schools. This narrative and phenomenological case study had the twelve members of the education leadership teams in the four focus schools respond to a prepared questionnaire about their actions and lived experiences. The questionnaire feedback provided insight on the interplay and actual structures implemented to improve student outcomes and identified the key ingredients of success stemming from the concentrated support of this education leadership team in the focus schools. The research revealed that these six turnaround leadership strategies - focused leadership; creation of a team; designing learning conditions; setting direction; identifying standards of practice; rethinking leadership - are turnaround tools which can be instrumental when creating a new path to reimagine what is needed to improve academic performance in low SES schools. Ultimately, a paradigm shift is required in terms of thinking, leading, and reassessing what it takes to make a focus school.

14:15-15:30 | Salle 269
Saturday Onsite Presentation Session 4
Higher Education

Session Chair: Sean Brawley

14:15-14:40

70205 | *Expanding Research and Inquiry in Undergraduate Curriculum: Challenges Faced by a University in Hong Kong*

Dawn Lo, The Hong Kong Polytechnic University, Hong Kong
Barbara Tam, The Hong Kong Polytechnic University, Hong Kong
Oscar Yau, The Hong Kong Polytechnic University, Hong Kong

Universities show an increasing interest in incorporating research and inquiry into the undergraduate curriculum (Spronken-Smith, 2010) for the benefits it brings to the institutions, faculty, and students. Multi-level challenges and barriers surface during the implementation process, e.g., institutional structure and culture, faculty's perceived attitudes, and students' capabilities (Brew & Mantai, 2017; Malachowski, 2003). These challenges are primarily based on studies in universities in Western countries. Not much is known about the situation in the East, where undergraduate research is not as mature as it is in the West, and the teaching and learning culture tends to be teacher-centered, transmissive, and exam-oriented (Chan, 2018; Chen, 2014; Yuen & Hau, 2006). This paper addresses the above gap by examining the current practices and the major challenges perceived by teachers for expanding undergraduate research and inquiry in an East-Asian context. A mixed-method approach was adopted, comprising (i) an online survey (n=37/69, response rate: 53.6%) and (ii) in-depth interviews (n=8). Both probed into teachers' views on (i) teaching and supervising undergraduate research and inquiry and (ii) incorporating more research and inquiry in the undergraduate curriculum. Results showed that challenges related to the institution, such as packed curriculum and class size, are concerned most by teachers, followed by student-related challenges including lack of interest or capability in research. Teachers showed less concern in challenges related to insufficient supervision skills, mismatching of research expertise and area of teaching. Implications on institutional approaches and strategies to support this education innovation are discussed.

14:40-15:05

69330 | *Strengths of Research-oriented Curriculum and Interdisciplinary Cooperation in Higher Education: An International Study Excursion*

Andrej Kohont, University of Ljubljana, Slovenia
Aleksandra Kanjuo Mrčela, University of Ljubljana, Slovenia

During the Covid-19 pandemic, HEI cooperation with organizations, like practical training, apprenticeships, study excursions, and collaborative learning were very limited or impossible. Consequently, the development of interaction, transactive communication, knowledge, and professional and work-based competencies building (Laal & Ghodsi, 2012; Schnaubert & Bodemer 2018), through problem-solving groups of students was limited. After the pandemic, the University of Ljubljana initiated projects for the development of a research-oriented curriculum in cooperation with different employers in the private and public sectors. As a part of it, we organized two courses (Strategic human resources management and Economic sociology) in cooperation with a company and local stakeholders in the hospitality sector in Cres, Croatia. The courses were implemented through lectures, field research, and an international study excursion.
We evaluated the research-based study process and excursion focussing on 1. The guidance of students (individually and as a group) during the study process. 2. Acquired research, professional and social competencies of students. 3. The interdisciplinary course cooperation. 4. The link between the research, and theoretical grounds of both courses, and the explored companies` HRM problems. 5. The gains of the proposed solutions for the company in the investigated HRM setting. Outcomes of evaluation confirm theoretical grounds and previous research and provide insights for the implementation, and further improvement of study excursions, and research-oriented curricula in HE settings. Learning through research in real work settings contributes to students' competency, strengthens the group learning dynamics and knowledge exchange, and represents an important psychological pillow after the pandemic confinement.

15:05-15:30

71011 | *Realigning Structures for the Future-ready University*

Sean Brawley, University of Wollongong, Australia
Richard Cook, University of Wollongong, Australia

In Australia in 2023 a once in a generational opportunity to re-imagine the higher education landscape has commenced through the Australian Universities Accord being led by the Commonwealth Government. In the Accord Discussion paper the sector was asked how universities might 'enable' themselves to realise 'bold' visions for the future of the sector. At the University of Wollongong (UOW) we have been exploring how structural re-alignment can help to make a future-ready university that is capable of meeting the challenges of a disrupted environment that sees the sector, at home and abroad, in a state of perpetual change (see for example Erickson, Hanna and Walker, 2021). Drawing from the international scholarly literature and trends within higher education as well as the not-for-profit and corporate sectors, UOW set out to reimagine its structure and reinforce responsibilities and accountabilities to drive strategy and deliver the institution's mission. This paper will share how UOW went about securing the portfolio re-alignment required to achieve this aim. It will utilise a case study focussed on a new portfolio — Strategy and Assurance. Themes will include structural concepts, change management, early results, and lessons learned from this whole-of-institution transformation that seeks to deliver a more agile and resilient university.

15:45-17:00 | Salle 269
Saturday Onsite Presentation Session 5
Higher Education
Session Chair: Szymon Konwerski

15:45-16:10

70485 | *Exploring AI in Education: A Quantitative Study of a Service-oriented University Chatbot*

Mascha-Lea Fersch, Ansbach University of Applied Sciences, Germany
Sigurd Schacht, University of Applied Sciences Ansbach, Germany
Betiel Woldai, University of Applied Sciences Ansbach, Germany

The following paper presents the evaluation of an artificially intelligent assistant system (DIAS) with a service-oriented chatbot as a central communication element. The conversational AI (Artificial Intelligence) is supposed to increase information transparency in higher education environments and thus support students, teachers, and administrative staff. The exploratory study had two objectives: first, we intended to find out about the usability and utility of the DIAS chatbot using the CUQ (Chatbot Usability Questionnaire) score and benchmark the results against other conversational agents. Secondly, we were interested in possible effects among the different variables of interest, which could contribute to further theory development of chatbots in education. The results show that the DIAS chatbot scored above average, and can support students in finding relevant information, particularly if they use the assistant frequently. Positive aspects included the intuitive use, a welcoming persona (expressed in design & language) and easy navigation. The negative feedback showed potential for improvement particularly in content quality and handling dialogue mistakes, which is a general shortcoming of conversational AI at this development stage. The results can be used as a guidance for future research and theory building. However, they must be considered carefully due to several study limitations.

16:10-16:35

71228 | *Mapping the Field of Quality Assurance and Transnational Higher Education Through a Bibliometrics Analysis*

Jing Wang, Japan Advanced Institute of Science and Technology, Japan
Eunyoung Kim, Japan Advanced Institute of Science and Technology, Japan

Quality assurance (QA) has become an increasingly important research subject due to globalisation and the consequent international expansion of higher education institutions. Such expansion entails obstacles and challenges, since national frameworks for QA and the recognition of qualifications do not cover transnational higher education (TNHE). With enthusiastic debate amongst all stakeholders and academics, further exploration is needed in order to produce more theoretical guidance and good practising of QA in future TNHE. Thus, the current paper investigated, based on a literature review, research content of QA in TNHE. In order to explore this mapping, 4,562 academic papers from 570 journals published between 1990 and 2023, and indexed in Scopus and Web of Science, were assembled. Co-citation analysis and cluster analysis using VOSviewer were applied to explore the answers to the following research questions: What are the principal topics that handle the gaps in TNHE and QA, and how do they correlate with each other? What is the role of QA in the context of TNHE? The bibliometric method was applied to verify the following main research groups: (a) assessment; (b) quality; (c) management; (d) learning-teaching. The results revealed the rearrangement of knowledge structure, emerging topics, and potential future directions of research with regard to QA and TNHE. They also indicated that educational string and knowledge management string are main topics in this realm, and QA is a research topic of great importance for knowledge creation in overall quality stimulation in TNHE.

16:35-17:00

69838 | *Understanding Invertebrate Diversity, or There and Back Again – How to Combine Fieldwork and Microscopic Techniques*

Szymon Konwerski, Adam Mickiewicz University, Poznań, Poland
Zbigniew Adamski, Adam Mickiewicz University in Poznań, Poland

Understanding and protecting biodiversity belong to the crucial topics in the Anthropocene. Also, the EU biodiversity strategy for 2030 is an important program of the European Green Deal. To reach the goals, we need to increase ecological awareness of societies and to present the wide range of biodiversity of living organisms. Although attention is usually focused on large organisms (such as vertebrates) it is important to remember that the smaller ones (such as arthropods) play a key role in most ecosystems. We present the proposal for a teaching method, which we implement at the Faculty of Biology, Adam Mickiewicz University. It is dedicated to university students, as well as under-university levels of education and lifelong education. The goal of the course is to show the variety of invertebrates inhabiting our closest surroundings. The first step is the observation of invertebrates (mostly arthropods) in their natural environment combined with taking notes on their behavior and biology and collection of specimens, under the teacher's (taxonomist) supervision. The second step is the preparation of samples for light and electron microscopic observations (supervised by a microscopist) and studying the specimens under various microscopes, comparing the images, and discussing the diversity of selected morphological structures (e.g. mouthparts, legs, wings) along with their modifications. Students also define their functions and adaptations to particular habitats and merocenoses. The third step is the re-observation of animals in their natural environment, taking into account the knowledge gained during laboratory work and supplementing the notes previously made in the field.

17:15-18:55 | Salle 269
Saturday Onsite Presentation Session 6
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Robert Oscar Harmsen

17:15-17:40

69579 | *Teacher-Child Interactions at Prekindergarten in Québec: Could Learning Contexts Tell Us More about Teacher-Child Interactions?*
Angélique Laurent, University of Sherbrooke, Canada
Marie-Josée Letarte, University of Sherbrooke, Canada
Jean-Pascal Lemelin, University of Sherbrooke, Canada
Marie-France Morin, University of Sherbrooke, Canada
Thérèse Besnard, University of Sherbrooke, Canada

Previous research showed that teacher-child interactions (TCI) in preschools could influence child development (Hu et al., 2017). However, throughout a typical preschool day, children experience different learning contexts (e.g. free play and shared book reading) to promote their learning opportunities that might influence TCI (Goble et al., 2016). This study aims at exploring TCI within learning contexts in public prekindergarten classrooms of the province of Québec (Canada). Thirteen teachers were recruited to participate in the study. At Time 1, they completed a diary to report the learning contexts they proposed in their classroom during a typical week. At Time 2 (seven months later), they were videotaped three times in the morning during a typical morning class. The quality of TCI was then coded with the Classroom Assessment Scoring System (CLASS, Pianta et al., 2008) through the contexts identified. This tool measures three main domains of interactions: emotional support, classroom organization and instructional support scored on a scale from 1 (low quality) to 7 (high quality). Based on the teachers' reports, five learning contexts were identified: shared book reading, free play, morning meeting, teacher-directed activity and snack time. Based on preliminary results, little variation was observed within the learning contexts for each domain of the CLASS. However, the instructional support domain showed lower scores during specific learning contexts, particularly free play and teacher-directed activity. Practical implications for how preschool teachers could foster domain-specific interactions according to the learning context to enhance children's social and academic development will be discussed.

17:40-18:05

68915 | *Global Innovation Teams – A Discussion on Experiences and Recommended Practices*
Paul Gibson, Telecom Sud Paris, France

An EU Erasmus+ Project "Global Innovations Teams" has been running from 2021, and this panel discussion will focus on the experience of the partners, and the identification of best practices with respect to designing, delivering and evaluating the academic "Global Innovation Teams" module. The idea for GI Teams arose from two previous EU collaborations - the "HubLinked" EU Knowledge Alliance project and the "Ethics4EU" Erasmus project - where the participants have wide experience in the dissemination of their results through workshops and conferences. The Global Innovation Teams model was designed to allow students to complete technology internships and projects by working together virtually on real world challenges, guided by experienced Innovation Brokers, industry mentors and academic mentors in order to develop transversal skills (collaboration, digital and green). The model was designed in collaboration with industry professionals, blended learning experts and remote learning experts. The partnership includes 7 HEIs from 6 different countries around the world (Ireland, France, Sweden, Slovenia, China, South Korea). Our experiences identified key issues with respect to autonomy, team-work and project management, professionalism, quality, innovation, etc. We have produced a set of guidelines (best practices) for the students, academics and industrial partners; and these will be discussed by the panel members (from 4 of the academic institutions - Telecom Sud Paris, TU Dublin, University of Ljubljana and Mälardalens University).

18:05-18:30

71311 | *A Self-Study in Teacher Education Practice: Embedding Indigenous Content and Perspectives in Social Studies Curriculum and Instruction Courses*
Ingrid Robinson, St. Francis Xavier University, Canada
Owen Ferguson, St. Francis Xavier University, Canada

Teacher education programs across Canada and other nations in the world are now recognizing the importance of providing preservice teachers experiences that allow them to develop Indigenous cultural competencies. In this paper, we examine our practices as white settler teacher educators at an Eastern Canadian university that deliver courses in social studies curriculum and instruction and how we provide our students opportunities to learn how to embed Indigenous content and perspectives in their practice. Our use of self-study of teacher education practice (S-STEP) positioned us to assess, reflect, and revise our pedagogy to affect change that will contribute to the decolonization of our educational system. Our qualitative research study's data sources include pre- and post-lesson observation meetings and lesson observations (with a critical friend), reflective dialogue, and artifacts (e.g., course syllabus, class materials). Our preliminary analysis of the data identify two central themes: teacher educator growth resulting from collaborative accountability (through focused reflection, challenging assumptions, and enacting change), and use of explicit instructional practices that prioritize Indigenous content and perspectives (through first person Indigenous voice, learning activities, modelling integration of historical and contemporary Indigenous content). We recognize our responsibility as teacher educators to employ purposeful actions that serve to build capacity for intercultural understanding, mutual respect, and empathy (Truth & Reconciliation Committee, 2015) that are supportive of Indigenous ways of knowing, being, and doing.

18:30-18:55

68578 | *From Theory to Practice: Students Working With the Organization of American States*
Robert Harmsen, Tecnologico de Monterrey, Mexico
Natally Soria, Tecnologico de Monterrey, Mexico

In our "Peace, Conflict and Security"-specialisation, we are currently working directly with the Organization of American States (OAS) on a very specific project that blends theoretical knowledge with practical application. The purpose of this partnership is to introduce our students, during a semester-long specialisation, to a variety of theoretical knowledge in the field of PCS-studies, that can be applied to a practical "challenge" set by the OAS Secretariat for Strengthening Democracy (SSD). This type of challenge-based learning, in particular with the direct involvement of the OAS SSD, is a unique, first-time project that is yet to be fully implemented. Although we have no results (yet), the project shall run from February-June 2023, and the intent is to focus on a variety of topics generally (i.e., the Rule of Law/Democracy seen from an OAS/regional perspective) and research within that field specifically (i.e., Special Missions of the OAS in Colombia, and the implementation of this Mission based on the Peace Accords in Colombia). From that point of view, a field/research/educational trip is also planned under the guidance of the OAS to Colombia. The purpose is that both academics and practitioners guide the students in their challenge with clear parameters, deadlines and, that by the end of the semester, the participating students can both publish and present their results to the OAS SSD. This is meant to both increase their academic knowledge, as well as practical experience as to the necessities of the OAS SSD.

09:00-10:40 | Salle 203
Saturday Onsite Presentation Session 1
Counselling, Guidance & Adjustment in Education
Session Chair: Melissa Brennan

09:00-09:25

71164 | *A Study on the Language Characteristics and Differences Between School-Age Children with Adaptation and Non-Adaptation Difficulties*

Yungchu Chang, National Chi Nan University, Taiwan
Peicheng Ina Wei, National Chang Hua University of Education, Taiwan

The high-risk behaviors of elementary school students in Taiwan have led to a continuous increase in the mortality rate for two consecutive years. The severity of adaptation difficulties can lead to self-harm, and campus safety is an important aspect of public health for teachers and students. The purpose of this study is to collect the language used by school-age children with adaptation and non-adaptation difficulties during game therapy activities, and to analyze it using computer language analysis tools. The aim is to understand the psychological characteristics and differences reflected in the language used by school-age children with adaptation and non-adaptation difficulties, and to understand the psychological state and thinking characteristics reflected in their language changes. In this study, participants who meet the research conditions were selected through purposeful sampling at several primary schools, and game therapy materials were be used on site. Oral data collection was conducted using survey research methods, and Linguistic Inquiry and Word Count (LIWC) software was used for classification and analysis. The study will sequentially explore and investigate the "language characteristics of school-age children with adaptation and non-adaptation difficulties" and "differences in language characteristics between school-age children with adaptation and non-adaptation difficulties". Based on the research findings, pedagogical implication and teaching recommendations were provided to help professional workers.

09:25-09:50

70893 | *Teachers Communication with Parents of First-grade Students*

Asnat Dor, Max Stern Academic College of Emek Yezreel, Israel

Background The aim of the current qualitative study is to deepen our understanding of ways teachers handle their work with first-grade students' parents. One of the most significant educational transitions in young children's experiences is the transition from preschool to primary school. It involves the ability to negotiate classroom life independently and to develop good social, emotional, oral language, and physical skills. Good school adjustment can be linked with effective communication between teachers and parents of first graders. In order to create optimal cooperation, teachers are required to develop effective communication skills during their daily work with parents. Method: Participants were 12 teachers (all women) of first-grade students (age 5-7) in Israeli public secular schools. The teachers underwent semi-structured in-depth non-directive interviews to gather information about their experience regarding communication with parents during their first year at school. The interviews were transcribed and analyzed, and themes and categories were defined. Findings: Teachers are aware of the great sensitivity that characterizes parents when their children move to first grade, the worry, and the tension they feel in this phase. However, teachers' awareness of their important role in this transition can be greater, given that they mostly expect parents to inform them and share in case there is a difficulty or a problem. Conclusions: Although teachers are aware of parents' sensitivity, they tend more to react than to initiate processes with parents. Teachers' training should include more proactivity in creating communication between teachers and parents.

09:50-10:15

70219 | *Investigating the Relationships Among Positive Behavior Intervention and Support, Teacher Burnout, and Student Behavioral Problems*

Abdullah Alatiqi, Royal Commission of Jubail, Saudi Arabia
Mashael Almoqbel, Jubail Industrial College, Saudi Arabia

The PBIS (positive behavior intervention and support) framework was developed to aid educators in managing challenging student behavior. Many studies look at how PBIS affects other aspects of schooling, but they pay little attention to teacher outcomes like burnout. The goal of this study is to investigate the direct and indirect links between PBIS classroom systems and teacher burnout (TB), using student behavior issues as a mediating factor (SB). The study also looks at how SB and TB are related. Across around 95 K–12 schools in New York and New Jersey, the researchers gathered data from 363 educators. The correlations between the three parameters were examined using the study's structural equation modeling (SEM) methodology (PBIS CS, TB, and SB). The key findings show that teachers with highly faithful PBIS CS implementation had significantly lower TB and lower SB. Instructors with greater SB levels also had notably higher TB. Additionally, the study discovered that PBIS CS's impact on SB may be constrained by student characteristics.

10:15-10:40

71318 | *Elementary School Counselors' Experiences Engaging in Advocacy Action for Transgender Youth in the United States*

Melissa Brennan, Our Lady of the Lake University, United States

Transgender youth, marginalized at much high rates than their cisgender peers, are present in elementary schools and in need of support. School counselors are ethically responsible to advocate for marginalized groups of students, including transgender youth, yet very little is known regarding this phenomenon at the elementary school level. This study aims to understand the experiences of elementary school counselors engaging in advocacy action for transgender youth. Hermeneutic phenomenological philosophy, as well as a social justice perspective, the American Counseling Association's (ACA) Advocacy Competencies, and the Multicultural Social Justice Counseling Competencies (MSJCC), serve as the foundation and framework for the study. In-depth individual interviews were conducted with seven participants to explore their experiences related to the phenomenon of engaging in advocacy action for transgender youth in elementary school. Hermeneutic analysis was utilized to analyze and interpret participants' experiences. Five emergent themes make up the results of the study. The themes of: (a) collaborative advocacy and balancing interests, (b) uncertainty and navigating the unknown, (c) resolving conflict and overcoming obstacles, (d) considering the advocacy context, and (e) beyond the job: "more than a nine-to-five" collectively answer the question: 'What are elementary school counselors' experiences engaging in advocacy action for transgender youth in elementary school?'. These themes interact to describe the experiences of elementary school counselors engaging in advocacy action for transgender youth and illuminate these experiences to inform the future advocacy efforts of elementary school counselors (and counselor educators) for transgender youth.

10:55-12:10 | Salle 203
Saturday Onsite Presentation Session 2
Adult & Lifelong Learning
Session Chair: Lori Lucas

10:55-11:20

64241 | *Shakespeare for Life*
Lori Lucas, University of Colorado-Boulder, United States

I have been teaching Shakespeare to older adults for the past few years here in Colorado with some success and would like to share my findings and methodology with other teachers of Shakespeare. Shakespeare's plays can be daunting at any age, so my goal is always accessibility. Everyone loves story telling so that is where I start. Then I move on to characters, language, themes, discussion, reading aloud, and filmography. The challenge is to keep students engaged and fortunately older students have the life experiences to understand Shakespeare's characters and their motives more than anybody else. In this presentation, I will demonstrate this approach and the use of connections to provide older adults with accessibility to Shakespeare's works on the page and on the stage.

11:20-11:45

71516 | *Activating Our Limitations: Creative Constraints as Tools for Creativity*
Sohee Koo, University of Massachusetts Amherst, United States

Our lives have become increasingly fragmented and decontextualized in our contemporary environment that champions reflections in the form of sound bites and 140 characters during and post Covid-19. With fleeting moments among the flood of information and disembodied experiences with various constraints, how can we rethink a limitation as a "creative constraint," a source of inspiration to fulfill our creative capabilities? The new paradigm for constraints in creative practices and studio pedagogy may transform the familiar limitations into the ethereal, slowing us down to reconsider our creative abilities. Creative constraints often provide people with unrevealed possibilities and innovative ideas and problem-solving strategies. Yet, there is little research on how creative constraints can be integrated into creative practices to increase various arts professionals' creativity and productivity. How do constraints play a role in inspiring our creative practices (and teaching)? When and how do our presumptions about constraints turn into "creative constraints" and sources of inspiration? How can constraints help one overcome burnout and comfort zones? I will present the early findings of this qualitative study examining these questions through individual interviews and observations of eleven professionals in the arts (architects, artists, choreographers, sound engineers, designers, and filmmakers), which revealed that constraints empower us to think, experiment, improvise, and play actively with the contents and materials. These findings would contribute to various teaching approaches in art classrooms in higher education.

11:45-12:10

71357 | *Leadership for Equity in Education – Connecting the 'Why' and the 'How'*
Manuela Heinz, University of Galway, Ireland
Gerry MacRuairc, University of Galway, Ireland
Maria Jesú Rodriguez Entrena, Universidad de Muréis, Spain

This presentation examines continuous professional development approaches for school leaders and teachers in the areas of diversity and equity in education. It draws on practical examples of professional development initiatives and on a related mixed methods action research study conducted by researchers, teachers and school leaders as part of the Erasmus-funded 'Big Ideas for Better Schools' (BIBS) project (2019-2023) in Ireland, Spain, Poland and Norway. We will firstly, drawing on detailed literature and policy reviews, examine and map the current 'state of play' with respect to diversity and equity in education and examine the rationale for teachers and school leaders to develop competency and agency in these areas. Following this conceptual grounding we will share and discuss specific examples of equity-related professional learning activities which we have designed, piloted and evaluated in four national contexts. Based on a thematic analysis of resources, notes, reflections and evaluations we argue for an approach to professional learning that opens up spaces for 'big issue' conversations while encouraging the engagement with the specifics of national and school contexts as a core feature in the design and implementation. One central theme emerging from our analysis is the value of explicitly encouraging and supporting participants to engage in a process of sense making of 'big concepts' like diversity and equity so that the understanding of the 'why' in its broadest and most empowering sense is at the core of the 'how' of the on the ground action.

Saturday Onsite Presentation Session 3

Assessment Theories & Methodologies

Session Chair: Janet Liebenberg

13:10-13:35

69787 | *The Repercussions of Assessment of the Teaching and Learning Process*
Mahmoud Sultan Nafa, City University Ajman, United Arab Emirates

Assessment plays a pivotal role in the educational process despite occupying the fourth position in the educational cycle. It follows objectives, techniques, teaching aids to guide, enrich and correct teaching and learning by identifying the weaknesses to address them along with the strengths to builds on them. Furthermore, a well-purposeful exam will have a variety of assessment tools containing multi-tiered questions which not only evaluates students' achievement, but also the overall components of the educational process. This presentation is based on a research paper experimenting using different levels of assessments at City University Ajman. The controlling group (25) is evaluated through applying multi-tiered formative assessment tools and summative exam at the end of a four-month course; while the standard group (25 students) is evaluated by having only a summative exam. The research findings demonstrate that using the formative and summative is more impactful on students' attainment and teaching methodology as students in the controlling group got higher marks and the teaching methodology was more improved through ongoing enrichment and adaptation based on the formative assessment's indications. Furthermore, the research analysis proves that assessment plays a positive role in the educational process since it guides teachers to improve their teaching mythology. Accordingly, when designing any course syllabus, educationalists should always consider implementing formative assessment tools along with a summative exam to direct overall educational process. Accordingly, this presentation explains the techniques of designing, phrasing and organizing questions in exams pedagogically.

13:35-14:00

71338 | *Automatic Formative Assessment of Programming Tasks*
Janet Liebenberg, North-West University, South Africa

The onset of Covid-19 has impacted educational processes, particularly assessment, in a way never seen before. Automatic Programming Assessment (APA) can be unfair and inaccurate when used for summative assessment. This paper aimed to investigate to what extent the students had to adapt to automatic assessment and to determine the value of APA as a formative assessment tool. During a practical session in the computer lab, seven tasks were assigned to the students. The tasks resembled a step-by-step guide for writing a complete program that takes a user-specified number of integers, determines the minimum and maximum of these values, and performs calculations involving the minimum and maximum. The code that the students had written was uploaded to the APA system, allowing students to resubmit their work and improve their solutions as they went along. The analysis included marks per task, final marks of students, number of uploads per task, and the total number of uploads per student. General trends of these metrics were also observed. It was established that the majority of the students could successfully complete small programming tasks when re-acting to about two feedback comments per task. APA systems can be instrumental in supporting learning and are useful as a formative assessment tool. As a result of this study, we can point the way to develop systems which are smarter and more flexible.

14:15-15:30 | Salle 203
Saturday Onsite Presentation Session 4
Knowledge Creation, Preservation & Access: Curation, Librarianship, Information & Archival Science
Session Chair: Hemi Dale

14:15-14:40

69337 | *Maintaining a Coordinated Foreign Language Curriculum: Listening to Teacher Voices*
Kathleen Brown, Kurume University, Japan

Developing and maintaining a fully coordinated curriculum in a foreign language program is a task that requires dedication to design, implementation, and follow-up by those who are administering it. It also requires the commitment, or buy-in, of the teachers involved in teaching the curriculum, both tenured and adjunct staff. This presentation will feature the follow-up, or evaluation, portion of an iterative needs assessment/evaluation model (Brown, K.A., 2010, Witkin & Altschuld, 1995) with an emphasis on how teachers' voices are engaged in this iterative process of curriculum maintenance and revision. Quantitative and qualitative data collection instruments will be introduced as we examine the strengths and weaknesses of a coordinated curriculum from the standpoint of teachers' voices involved in an English language program at a four-year university in Japan. Perspectives will be included both from tenured, program coordinator-level teaching staff as well as part-time, or adjunct, teachers. Participants in the session will be challenged to re-examine their own approaches to curriculum and how an iterative model might benefit their own language programs.

14:40-15:05

69308 | *Inuktitut Curriculum Development in Nunavik, Canada: An Answer to Inuit Teachers Need*
Glorya Pellerin, Université du Québec en Abitibi-Témiscamingue, Canada
Sarah Angiyou, Kativik Ilisarniliriniq School Board, Canada
Marie-Carole Qinuajuak, Kativik Ilisarniliriniq School Board, Canada
Evie Sivuarapik, Kativik Ilisarniliriniq School Board, Canada
Elyane Lizotte, Université du Québec en Abitibi-Témiscamingue, Canada
Malaya Tukalak, Université du Québec en Abitibi-Témiscamingue, Canada

In Western school systems, the knowledge to be transmitted is formally defined and organized to respect the learning processes of the learners. In Quebec, Canada, such a curriculum is the responsibility of the Ministry of Education. However, the content of the formal curriculum does not meet the needs of Inuit communities, both in terms of culture and language.To be able to transmit a relevant content to the youth, and then contribute to their perseverance and schooling success, Inuit teachers expressed their need to have an adapted curriculum. Inuit collaborators from Nunavik region, with professors from Université du Québec en Abitibi-Témiscamingue (UQAT) implemented a project to adapt the formal curriculum aiming to propose a culturally appropriated curriculum for teaching Inuktitut language. Events took place in October 2021-2022 and April 2022 and brought Inuit leaders who reflected together on the skills of Reading, Writing, Speaking and Listening. The project is organized as workshops from which expected result is to implement a curriculum to teach Inuktitut from Kindergarten to secondary 5 for Inuit teachers of Northern Inuit schools in Canada. The curriculum development project is an opportunity for teachers, elders, and members of the community to gather in order to improve the schooling situation of their youth. This presentation will describe the process of organizing this project and share the initial thoughts surrounding an adapted curriculum in Inuktitut.

15:05-15:30

71571 | *Transforming Education Through Quality Inquiry: Insights from Sylvia Park School and Beyond*
Barbara Alaalatoa, Ministry of Education, Ako Matatupu - TeachFirstNZ, New Zealand
Hemi Dale, University of Auckland, New Zealand

At Sylvia Park School, we believe that learning is a lifelong journey that is best achieved through quality inquiry. Our unique learning model places inquiry-based learning at the center of our approach, creating a dynamic and collaborative learning environment where everyone - teachers and students alike - is engaged and empowered. Our approach emphasizes the importance of building strong relationships between students and teachers, as well as fostering a culture of collaboration and community. By providing students with the tools and resources to explore their own questions and interests, we are able to create a learning environment that supports deep learning and critical thinking. In this presentation, we will share our learning model and showcase examples of how it has been successfully implemented in our school. We will also discuss the challenges we have faced and the strategies we have used to overcome them, as well as the broader implications of our approach for education more broadly. Attendees will leave with a deeper understanding of the power of inquiry-based learning and practical ideas for how to implement this approach in their own classrooms and schools. Join us as we explore the possibilities of quality inquiry and its transformative impact on education.

15:45-17:00 | Salle 203
Saturday Onsite Presentation Session 5
Curriculum Design & Development
Session Chair: Teofilo Ozuna Jr

15:45-16:10

71283 | *Development of Entrepreneurship Education Program Using Metaverse: In the Context of Middle School Career Classes*
Suhong Park, Pusan National University, South Korea
Yuri Kim, Pusan National University, South Korea

The purpose of the study is to develop an entrepreneurship education program that incorporates the metaverse in order to effectively foster entrepreneurship, one of the competencies required in the era of the 4th industrial revolution, in middle school students. The research task for this is to devise a draft for the development of an entrepreneurship education program using the metaverse and develop the final draft of the program. To carry out the task, the research method of analysis→design→development→evaluation→development of the final plan was used. In the analysis stage, core values were derived through related literature and requirements analysis, and a core activity process and three support factors were devised in the design stage to realize this, and a draft was developed based on field application and participant satisfaction in the development and evaluation stage. The final program was developed by revising and supplementing it. The core of the developed research output is a three-step process of empathic problem discovery → creative problem solving and implementation using the metaverse → social spread. Field application of the developed entrepreneurship education program will be beneficial in cultivating the keywords of entrepreneurship, such as innovation capacity, challenge, creativity, and cooperation. Furthermore, through education applied with this program, the students who participated in the class discover problems in our society, implement what they envisioned through the science and technology metaverse, and actively intervene and solve the problems they find, that is, entrepreneurs. It is expected that it will be effective in developing ten competencies.

16:10-16:35

71317 | *Fostering a Digital Mindset and Tech Literacy in Postgraduate Finance Education in Latin America*
Teofilo Ozuna Jr, Tecnologico de Monterrey, Mexico
Pedro Julian Barrera Bolivar, Tecnologico de Monterrey, Mexico

During the last decade, global competition for financial talent steadily increased and shows no sign of slowing down. Banks compete for highly skilled financial staff against FinTechs and Big Techs, as well as other industries going through a digital transformation that is changing the finance function. According to a recent study, over 40% of firms in Latina America are having difficulty finding employees with the right skill set. Technologies such as artificial intelligence, blockchain, APIs, robo-advisors, data analytics and so on are increasingly disrupting the finance sector and the customers they serve. Beyond consulting firms and trade publications, academic research examines how these new technologies are impacting the financial services sectors and the competition within. Upon examined the content of postgraduate finance programs and their directors in the top ten business schools in Latin America, we found that the curricula is not well suited to providing the type of talent being demanded by the ever changing financial services sector. Although, some have included courses in blockchain, FinTech and analytics there is still room for improvement. Due to the constantly evolving changes in technologies, there is a need for business schools to focus on fostering a digital mindset and tech literacy so that their students can better compete in the financial workplace and can adopt to changing technologies. We provide several recommendations by which business schools can improve their postgraduate programs and thus help alleviate the shortage of digitally skilled finance talent.

16:35-17:00

69385 | *Rethinking Architecture Pedagogy*
Amir Ameri, University of Colorado, Denver, United States

With Globalization, the cultural diversities and ideological differences that were once effectively and safely segregated in space and time find themselves in close proximity, dialogue, and potential conflict in both literal and virtual space. The consequent rapid pace of cultural change on all fronts, along with the new cross and inter-cultural nature of architectural practice in a global economy, requires a shift of emphasis in architectural pedagogy. This paper outlines a design studio pedagogy whose objectives are to develop a heightened understanding of the complex dialogue between culture and architecture and foster the type of analytical, critical, and creative abilities that are essential to addressing cultural diversity and change. The essential aim of the proposed pedagogy is the education of a new generation of architects who, practicing within a global economy and faced with multiplicity and diversity of cultures, will not, for lack of choice, blindly facilitate the hegemony of their own (sub)culture, or what is not absolutely different reduce cultural and ideological differences to facile and stereotypical imagery in the name of regional identity. If we are to understand and respect cultural differences and cultural change in the face of globalization, it is essential to understand culture not as form or region per se but as a distinct set of rituals and experiences intimately linked to distinct settings that together perpetually transform a culture's beliefs about the world into a factual experience of them, i.e., a world shaped and fabricated as it is by architecture as a cultural system.

17:15-18:55 | Salle 203
Saturday Onsite Presentation Session 6
Interdisciplinary, Multidisciplinary & Transdisciplinary Education
Session Chair: Rusudan Makhachashvili

17:15-17:40

71056 | *An Exploration of Islamic Private Schools in the United Kingdom, "What Makes a Schools Islamic and Why Does It Matter?"*
Sulaiman Haqpana, brunel university of London, United Kingdom

The intersection of religion and education has remained a highly contested discourse, and educational spaces – particularly schools – have always played a key role in such interplay. Muslims are by far the largest religious minority in the UK, and the number of Islamic schools has risen sharply (Abram, 2011). Moreover, there is a growing demand for Islamic private schools with a religious focus (Zine, 2008). Although there is a high demand for such schools, literature focusing on their "religious" nature and its effects has been very limited (Shakeel, 2018; Riaz, 2016). The key purpose of this paper is to present a snapshot of Islamic private schools in a way to explore what makes them "Islamic" and why they matter. The study is based on ethnographically informed qualitative research on two Islamic private schools in the United Kingdom. Semi-structured interviews, observations, focused group discussions, and documentary analysis were used as methods for data collection. The key findings of the research suggest that Islamic schools play a vital role in mitigating the power dynamics between secular western society and minority groups through cultural preservation and promoting religious values and ethos to mitigate Islamophobia. Such spaces are also used for political recognition and representation through identity formation. The significance of this research crystallises the importance and the reasons for such a high demand for Islamic private schools in the UK and fills the gap through an exploration of their religious nature and its correlation with discourses such as multiculturalism, secularism, and identity politics.

17:40-18:05

70946 | *Systems Thinking in a Global Context to Foster Transcendent Leadership*
Shuaa Alnifie, Saudi Arabia Cultural Mission to France and Switzerland, Saudi Arabia

This paper examines contemporary topics of leadership globally and its importance to be applied within multiple levels of governance. This paper is grounded in theory employing a theoretical framework to conduct qualitative deductive and inductive analysis (Maxwell 2013; Quinn 2015). Quinn (2015) posit that 'Grounded theory emphasizes steps and procedures for connecting induction and deduction through the constant comparative method' (Quinn, 2015, p. 110). Through the examination of theories like systems thinking framing model in relation to transcendent leadership and governance, the need arises for systems thinking theory, by which innovative solutions can be achieved for thriving international organizations. With the complexity and interdependency nowadays in pedagogy, concepts, and interaction, the shift in global leadership enact a new demand for holistic inquiry fostering nonlinearity, interdependency, and an integral framework of thinking, thereby improving synergy in leadership and productivity of all systems, what Gardner (2006) calls 'transcendent Leadership.'

18:05-18:30

70173 | *The Use of Immersive Technologies for the Interdisciplinary Learning of Geography and History*
Vitor Ribeiro, University of Minho, Portugal
Isilda Monteiro, School of Education of Paula Frassinetti (ESEPF), Portugal

Immersive technologies such as augmented reality is the most powerful emergent technology. The potential of this technology in the process of teaching and learning provides potential pedagogical benefits by increasing student engagement, enhancing reflective learning experience, and promoting interdisciplinary experiences. Researchers have a long tradition in using emergent technologies in the teaching and learning process and this research aims to determine the role and place of augmented reality technology in teacher training. Results of this study was acquired from students perceptions on a Master Degree on Primary School Education and Portuguese and History and Geography of Portugal. Students' assessment was based on students Augmented Reality application produced. They had to include other technologies, such as web based mapping, and final application should be designed to promote geography and history interdisciplinary teaching, Results of students perceptions on developing and using immersive technologies reveal their potential for the 21st century challenges on the digital education revolution.

18:30-18:55

71275 | *Transformative and Transdisciplinary Digital Education in Ukraine*
Rusudan Makhachashvili, Borys Grinchenko Kyiv University, Ukraine
Ivan Semenist, Borys Grinchenko Kyiv University, Ukraine

The emergency (warfare-induced) and sustainable (pandemic-induced) digitization changes in the higher education sphere of Ukraine heralded the enhancement of pervasive dimensions of learning – digital, hybrid, and blended. These dimensions can be considered the 3T coordinates ambient of digital education: transformation, transcendence, and transdisciplinarity. These dimensions are conduits of vertical (endocentric) and horizontal (exocentric) transdisciplinarity of digital education as a cohesive system. The applied trans-disciplinary lens of the synergetic approach in this study contributes to the solution of holistic modeling of processes and results of updating patterns and mechanisms of the highly dynamic self-sustainable and self-evolving system of education in the digital environment as a whole and its individual formats in particular. The transformative factors of the emergency and sustainable digitization in education are structured as attractors and repellents of educational development as a cohesive system. Emergency digitization in education as a source of transformative end-to-end change is perceived through the lens of calamity theory which allows us to identify and classify the ways in which education as a system can undergo sudden large changes as one or more of the variables that control it are changed continuously. Emergency digitization stages are perceived as bifurcation points of the educational system sustainable development. The variables, that trigger and sustain systemic change in emergency digital education are connected to the concept of trans-disciplinarity, perceived as a transcendent product of merging multiple interconnected knowledge domains.

Saturday Onsite Presentation Session 1

Education, Sustainability & Society: Social Justice, Development & Political Movements

Session Chair: Maria José Camacho

09:00-09:25
69355 | *The Role of Reflection in Changing Students' Conceptions About the Teaching Profession: Navigate Towards Meaningful Physical Education*

Paula Queirós, University of Porto, Portugal
Ana Rita Águeda, University of Porto, Portugal
Paula Silva, University of Porto, Portugal

In initial Teacher Education Programs, students face a different reality than expected due to the opportunities to engage in deeper reflection and critical thinking. Therefore, this study explored the reflective dimension's role in changing students' initial conceptions about the teaching profession during the first semester of a teacher education program. One hundred and twenty-two student teachers were involved in this study. At the end of the first semester, they write a reflection with the following question: ""How do I feel that I am learning to be a teacher?"". The document analysis was used for data collection, and data analysis was guided by Braun and Clarke's (2006) guidelines. Each coding phase ensured that the evolution of themes was transparent and traceable. The results indicate that future Physical Education teachers are unaware of the demands and complexity of the teaching profession, underlining that they are still learning how to become a teacher. Moreover, this study has shown that reflection has a positive and central impact on teachers' ability to improve and question their practice. Reflection is now seen as a fundamental characteristic of becoming a teacher and is crucial for teachers who see themselves as 'life-long learners'. Since reflection has a significant role in changing students' conceptions, the need for initial training to value continuous critical reflection is highlighted. Reflective practice is closely linked with developing personal knowledge, which will be an enabler in promoting meaningful Physical Education.

09:25-09:50
69355 | *Our Classrooms Leave Students Passive, Disengaged, and Invisible: Embracing Abolitionist Education Can Change That*

Brian Vedder, University of Denver, United States

There is only one way to radically improve classroom practices, the futures of marginalized populations, and hopes for equity in the 21st century: embracing the idea of abolition. Coined by Dr. Bettina Love, abolitionist education first assumes reforms, adjustments, and modifications to how we teach and learn can never produce a just learning environment. We must start from scratch, re-imagining how we construct curriculum, define our roles of student and teacher, outline the arc of a school day, involve families and local community partners, and design measurements to illustrate student potential. Systemic changes cannot occur without a multi-faceted, diverse coalition of invested collaborators. To revolutionize our world of learning, we must ensure children leave campus every day feeling seen, empowered, and cared for. How integral are identity, social movements, and student creation to course curriculum? How are hallways, lessons, and campuses showcasing teacher and student passion? How often are students sharing their voice, trading perspectives, expressing dreams, and working on skills they see as relevant to their futures? How are administrators incorporating community voices, and ensuring family members also feel seen, empowered, and cared for? Abolitionist education is our vehicle to constructing a system built on the inclusion of identity, as opposed to systemic inequity. Currently, school systems churn out young adults like an assembly line, minimizing differences, muting identity, and stripping them of emotional processing skills. With an intentional overhaul, future generation can be confident, empathetic, and prepared to improve the world as we know it.

09:50-10:15
70092 | *Revolutionizing Educational Possibilities: Collective Student Action, & Higher Education Opportunities for Undocumented Students in the United States*

Gloria Montiel, AltaMed Institute for Health Equity | Claremont Graduate University, United States
Noeli Zarahi Armenta, University of California, Irvine, United States

The DREAM Act, legislation that would provide undocumented youth living in the United States a pathway to citizenship, has failed to pass multiple times across the last 22 years. Since then, undocumented students have organized advocacy efforts that have resulted in institutional and state-level changes to advance educational access for undocumented students nationwide, primarily within public institutions. However, there is a dearth of research that provides insight as to how undocumented students organize for educational access and equity at private institutions. This qualitative study aims to better understand the experiences of undocumented students at selective private institutions, thereby providing unique insights as to the ways this population is revolutionizing higher education destinations, despite significant socioeconomic and legal barriers. Data were collected from 41 structured interviews with college students attending highly-selective private colleges in the United States. Findings suggest that this population of undocumented students: (1) relied upon a unique identity development process that increased self-efficacy; (2) focus their college experience on re-framing immigration advocacy away from a meritocratic foundation to a more human- and family-based approach, and; (3) leverage their position as students at highly-selective institutions to mobilize for educational access and equity. This study can inform policies and practices at the institutional level as well as state-level policies to support a more proactive approach toward educational equity for undocumented youth, especially in light of the ongoing legal battles around the Deferred Action for Childhood Arrivals program, which historically provided 700,000 undocumented youth with reprieve from deportation and access.

10:15-10:40
70426 | *Rethinking Inclusive Education in Portugal*

Nuno Fraga, University of Madeira, Portugal
Gorete Pereira, University of Madeira, Portugal
Maria José Camacho, University of Madeira, Portugal

After the Salamanca Declaration, UNESCO (2017) reiterated the challenge that every student matters and matters equally. Therefore, the policies, practices and culture of inclusion must dictate the guarantee of equity, coating with authenticity an education aimed at "for all", "with all" and "by all", through political decision-makers, educational agents and of societies that have the duty and mission not to let the fundamental values inherent in human coexistence fade away. In this context, being able to learn, relate and cooperate with others is particularly important, in the context of the growing complexity of contemporary societies. The school plays an important role in valuing learning for a democratic experience, which has led to the adoption of new forms of collaborative work, justified by the resulting benefits. The narrative of the educational policy, in the field of Inclusive Education, has enabled the understanding of the pedagogical space, beyond the walls of the school. The vision of a school that doesn't close in on itself and that finds spaces for pedagogical and curricular emancipation in its glocal territory presents itself as a future scenario for education. This essay is a critical reflection, based on a hermeneutic approach that, structured in pedagogical thinking, underpins Inclusive Education in Portugal, and juxtaposes it with the potential of teachers' collaborative work and the assumption of the territory as an educational space. It insists, therefore, on the mobilization of knowledge that conveys several possibilities of together (UNESCO, 2021) imagining other possible scenarios for an education with equity.

Saturday Onsite Presentation Session 2

Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

Session Chair: Jiangbo Hu

10:55-11:20

68676 | *Vocational Training and Skills Acquisition as a Means of Empowerment for Self-Reliance Among Student With Mild Intellectual Disability in Africa*

Bilikisu Abayomi Eesuola, University of Ibadan, Nigeria
Taiwo Kolawole Wahab, Federal College of Education (Special) Oyo, Nigeria

Vocational education aims at the development of human abilities in terms of knowledge, skills, and understanding in order to efficiently carry out the choice of vocational pursuit and to be personally empowered. Empowerment reveals both diversity and commonality and focuses on issues of gaining power and control over decisions and resources that determine the quality of one's life. The work studied vocational training and skills acquisition as a means of empowerment for self-reliance among students with mild intellectual disability in Moniya Centre, Ibadan, Oyo State. The study adopted a descriptive research design. In this research work, a self-made questionnaire was adopted as an instrument to carry out the study. One – hundred and twenty (120) respondents were selected from the sampled school. The demographic section was analyzed with percentages. Inferential statistics of Pearson's product-moment correlation and paired sample t-test were used to analyze section B. From the study, it was discovered that students with mild intellectual disabilities are very much satisfied with the vocational training programs and also they are confident about getting employment opportunities in near future. On the other hand, teachers are taking an active part in vocational training programs to motivate, encourage and train students with mild intellectual disabilities to cope with real-world difficulties for greater success. It was therefore recommended that consistent and sufficient government funding, as well as financial support from other agencies, parents, and other benevolent groups, must be re-vitalized. The school administration must also redirect financial priorities to give minimum support to vocational centres in the schools. Enough teaching and practical materials for teachers and students with mild intellectual disabilities should be provided.

11:20-11:45

69951 | *Key Players of Inclusion: Head Teacher's Beliefs and Roles Towards the Inclusion of Students With Dyslexia in Primary Schools in Saudi Arabia*

Fatema Al Hussain, Imam Abdulrahman Bin Faisal University, Saudi Arabia

The concept of inclusive education gained significant international recognition when the United Nations promoted the idea of 'Education for All' at the World conference in 1990, then the Salamanca Statement of 1994. Recently, the international community confirmed their pledge during the Incheon Declaration in 2015 for Education 2030 Framework for Action. This movement inspired the current 2030 vision in Saudi Arabia that was launched in 2016, One aspect of this vision is to achieve equality and inclusive education for everyone in the community including student with special educational needs; such as students with dyslexia. This study reports how Saudi head teachers interpret the movement of inclusion and their role to influence the inclusive nature in the school. In this qualitative case study, three schools were recruited with different characteristics to explore and compare head teacher's beliefs and roles towards inclusion. One having the support dyslexia unit, one with a headteacher with qualification in dyslexia which is considered rare and finally the third school without either a unit or a lead within the school with additional qualifications around dyslexia. Data were generated using semi-structured interviews and supported by documentary analysis. Thematic analysis of the data shows an agreement in the three schools, that even though head teachers support inclusion, their low level of autonomy affected what they are able to offer as extra support for both teachers and students with dyslexia. Further challenges were mentioned such as; lack of training, limited numbers of units. Finally, a number of key factors were suggested to make inclusion work.

11:45-12:10

69577 | *Reasoning Talk in Gifted Children and Normal Children During Preschool Free Play: A Comparative Study*

Jiangbo Hu, Zhejiang Normal University, China
Yezi Cui, Zhejiang Normal University, China

This study compared reasoning talk of 16 gifted children and 16 normal children in preschool context, drawn on systemic functional linguistic theories that classifies reasoning talk with two categories. The first is logical reasoning that justifies reasons with natural laws (e.g., the floor is wet as it rained last night). The second is social reasoning based on social rules (e.g., we go out as it's time for outdoor play). Social reasoning contains subcategories according to rule makers (institutional, communal, local) and the relationships between speakers (cooperative and coercive). The gifted children were selected with Raven's Colored Progressive Matrices and Test of Noverbal Intelligence. The normal children were from the same classrooms as the gifted children. The children's utterances generated from spontaneous interactions during free play were video recorded and transcribed. The utterances (5991) were coded according to the reasoning framework. The results showed that the proportion of gifted children's reasoning talk was significantly higher than those of normal children, and this was the case in both logical and social reasoning. Among social reasoning, gifted children used significantly more local (self-made rules) and cooperative reasons than normal children. The communicative feature was found to impact the children's reasoning features. In non-directive talk, both cohorts used significantly more logical reasons than in directive talk (direct behaviors). Gifted children had more communication with educators than normal children did. These findings enrich the research relating to gifted children's language performance and have implications to identify gift children from the lens of language use.

13:10-14:00 | Salle 103
Saturday Onsite Presentation Session 3
Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability
Session Chair: Loredana Muscat

13:10-13:35

67972 | *Uncovering Vocational Rehabilitation Online: Can The Standardization of State and Federal Government Information Empower the Deaf and Hard of Hearing?*
Charlotte Deering, University of Oregon, United States

Resources are sometimes lacking or difficult to find for the Deaf and hard of hearing (DHH) in the United States. Most Deaf children are educationally mainstreamed and attend public rather than specialized schools. The DHH fall behind in mainstream schools without assistive services and often turn to State Vocational Rehabilitation Services Program(s) (SVRSP). SVRSP is a subset of the Rehabilitation Service Administration. SVRSP can provide access to hearing aids, interpreters, notetaking, and captions so "disabled" people can find meaningful education and employment. Accessibility programs and services help to overcome gaps of education, poverty, and socialization. The study is grounded in muted group theory and uncertainty reduction theory. It examines the core question of how can state and federal agencies improve online access to vocational rehabilitation for the deaf and hard of hearing? Individual states are mandated to provide necessary information to DHH individuals and are responsible for making information about their programs publicly available. This study explores DHH individuals' access to information and services through an assessment of the SVRSP programs on their state and territorial government websites. Results of the quantitative study uncovered a meaningful gap in the SVRSP resources provided. Of the 56 states and territories, only 6 had closed-captioning in videos, 2 had ASL in videos, only 14 had relay phone calls, and 19 had languages other than English. Although the VR Service Administration provides necessary services, the channels of communication appear to favor the hearing and English-speaking community.

13:35-14:00

69417 | A*n Evaluation of the Maltese School Literacy Environments and Practices Related to Students With Down Syndrome*
Loredana Muscat, Institute for Education, Malta
Helen Grech, University of Malta, Malta

This study aimed to evaluate the literacy abilities and environments of students with Down Syndrome (DS) from the perspective of educators while also evaluating the school literacy environments of students with DS within the Maltese context. This forms part of a larger study investigating literacy skills in Down Syndrome. This part of the study enabled the researchers to investigate the level of collaboration between educators and other professionals, to evaluate whether educators were sufficiently knowledgeable about their students' abilities and how to use these skills to help them progress through the literacy acquisition journey. A quantitative explorative design was utilised to evaluate students with DS's literacy experience from their educators' perspective. Fifty-eight educators of students with DS were involved in the study. The researchers use Chi-square testing to identify similarities and differences between the different sectors and schooling levels. The study identified that in Malta, students with DS could achieve a monoliterate or a biliterate level of reading. Results also shed light on the different literacy training methodologies adopted by the different schools. Results indicate that not all educators were aware of the students' skills and difficulties, and such knowledge could contribute to better planning throughout literacy intervention planning. The results have several educational implications, such as better training for all educators in relation to Down Syndrome, to literacy intervention techniques and also to challenges and opportunities related to bilingualism and biliteracy in DS. Results also highlight the importance of providing bilingual exposure to Maltese students with DS.

14:15-15:30 | Salle 103
Saturday Onsite Presentation Session 4
Educational Research, Development & Publishing
Session Chair: Blanca Gamez-Djokic

14:15-14:40

70531 | *Development and Validation of Internet Anxiety Level Scale*
Jovelyn Bactad, Ateneo de Manila University, Philippines
Grace Koo, University of the Philippines, Diliman, Philippines

The advent of computer technology glaringly changed the lifestyle of the people. Now, it can be said that the internet is one of the most important tools ever invented by humans. Since the accessibility of internet connections has become part of the norm, students can now readily navigate the internet exposing themselves to a myriad of information, unimaginable interactions, and social engagements. While the upsides of internet usage were for the purposes of education, entertainment, communication, and the like, the downsides showed that these overpowering experiences exhibited a great deal of distress and anxieties. Health experts even expressed concerns over the growing evidence linking excessive Internet use to serious physical, mental, emotional, and psychological problems. The research was conducted with the goal of identifying and measuring the level of Internet anxieties (IAs) of students. The study applied a sequential exploratory mixed method approach applying triangulation through focus group discussions, interviews, and scale surveys. Specifically, the development and validation of the Internet Anxiety Level Scale (IALS) underwent triangulation, construction and approval of table of specification, face and content validation, pilot and final validation runs. To support the qualitative data of determining the preexisting types of IAs, a review of scholarly research was done. The qualitative and quantitative data gathered were utilized to craft the IALS. As a result, two sets of a researcher-made 36-item IALS were developed. Thereafter, the preliminary IALS underwent validation and reliability testing wherein both parallel forms revealed Cronbach's alpha coefficient within the range of acceptable reliability statistics.

14:40-15:05

70899 | *Framing Narratives: A Socio-ecological Exploration of Resilience Among Youth and Young Adults (Immigrants)*
Andrea Wilson, Casa Guadalupe Center, United States

The study explored the concept of resilience among 42 youth and young adults who are immigrants representing 17 countries of origin (a richly diverse research sample) and did so using Narrative Inquiry. Participants responded to open-ended survey questions that assessed resilience along two socio-ecological subscales and prompted definitions of resilience, descriptions of resources needed to foster it, and messages for other youth and young adults who are immigrants. Narrative inquiry led to a collection of personal stories of processes of resilience which defied absolute linearity. Each narrative rose and fell according to the rhythms of lived experiences of the storytellers and their encounters with the challenges of being in a new country. Patterns of oscillation were most evident with moments of stability followed by shifting, movements, change, and making peace with endings. Results revealed that relationships and connections with family were strong, largely available socio-ecological resources, whereas a sense of belonging and experiencing fair treatment in their communities were less present. Another highly valued and somewhat more accessible socio-ecological resource for young adult participants was the opportunity to accomplish ambitious goals and dreams. Motivations for participants acting to transform adversity could be readily situated within Maslow's Hierarchy of Needs. There was also strong evidence that processes of resilience present among participants included adaptation and transformation. The data affirms the need for multisystemic approaches across social and physical environments that support the well-being of youth and young adults who are immigrants.

15:05-15:30

68332 | *Of Boundaries and Borders: A Micro-Interactional Examination of Research-Practice Partnership Actors' Talk, Learning and Knowledge Construction Across Difference*
Blanca Gamez-Djokic, National Louis University, United States

This paper extends the boundary-crossing framework in research-practice partnership (RPP) scholarship to engage with Border thinking and Critical Race Theory and to complicate how moments of "collective knowledge" and "mutual learning" are apprehended in RPP interaction. I highlight how boundary-crossing in RPPs entails more than navigating cultural, professional and organizational differences that emerge across institutional domains, as discussed in the extant RPP literature. Rather, I illustrate how boundary-crossing is formed by the complex borderlands from which RPP actors make meaning. I suggest that a border-crossing framework allows researchers and practitioners to begin with the premise that knowledge is always-already fractured and that the possibility of "collectivity" in RPPs is always-already a tenuous construction. I draw on data from a two-year ethnographic case study of an RPP to ask the following question: What happens when actors in an RPP are making sense from different or even incommensurable onto-epistemological standpoints? Drawing on data from a focus group discussion with three teachers and facilitated by the author and another researcher, I conduct a micro-interactional examination of participants' talk and interaction to better understand how learning occurs and knowledge is constructed between RPP actors – both researchers and teachers in this case. Ultimately, I show that a border-crossing framework and conversation analysis enables an accounting for intangible "problems of practice" in RPPs, such as racial malaise and onto-epistemological incommensurability. This extension of boundary-crossing in RPP scholarship offers a more inclusive and culturally-responsive development towards a "new revolution" in RPP and education research and praxis.

15:45-17:00 | Salle 103
Saturday Onsite Presentation Session 5
Higher Education
Session Chair: Réka Sólyom

15:45-16:10
71368 | *The Resilience of Indigenous Women in the Pursuit of Higher Education*
Moana Numanga, Brigham Young University Hawaii, United States

This study explores the challenges and barriers faced by indigenous women from the Pacific Islands in pursuing higher education, focusing on an institution of higher education in the State of Hawaii, United States. In their everyday lives, these women face critical issues, including the impacts of global warming, natural disasters, and challenges to sustainable economies. Despite these challenges, resilience plays a key role in their ability to persist through difficulties and achieve academic success. Specifically, those who exhibit resilience and have access to support and resources demonstrate a greater ability to overcome these barriers, highlighting the importance of addressing these issues to increase academic success and well-being for this underrepresented demographic. Throughout the study, researchers use data collected from survey questions and personal interviews to illustrate the unique backgrounds of indigenous women and examine how they approach the pursuit of higher education. We will also examine the ways in which new challenges related to financial hardship and instability due to global economic factors have impacted their ability to pursue higher education. By understanding the barriers facing indigenous women today and the efforts to overcome these challenges, we hope to shed light on the policy changes needed at the government, private sector, and higher education institutional levels to support these women in their academic pursuits.

16:10-16:35
69348 | *Understanding and Teaching Slam Poetry – An Empirical Research Among University Students*
Réka Sólyom, Károli Gáspár University of the Reformed Church in Hungary, Hungary
Andrea Pap, Eötvös Loránd University, Hungary

The talk focuses on the definition of slam poetry. Based on two Hungarian slam poetry performances, empirical research is conducted among Hungarian university students. There are many definitions of slam poetry, e.g. "performative coparticipation" (Cello 2022: 342), "post-modern performance poetry" and "oral poetry" (Vass 2012: 2, 38). The slammer creates a classical rhetorical situation, during which a novel genre organises the former experiences of the audience (cf. Ayosso–Marichez 2010, Sólyom 2022, Sólyom–Pap 2021). Consequently, slam poetry can be regarded as a proactive genre (Simon 2016: 96), and a hybrid medium (Mészáros 2020: 77). The two main questions of the empirical research among university students are 1) how slam poetry differs from canonical literary genres, and 2) how it can be involved in the educational process. The first survey was conducted in autumn 2022, and the second in spring 2023. The informants of the surveys belong to two groups of students: 1) with Hungarian major, 2) with different language majors, and Hungarian as a foreign language minor. After having watched the performances, informants work in small groups, and based on short instructions, with the help of clustering techniques, they collect the most prevalent features of slam poetry concerning the questions of genre, and the possible use of slam poetry texts in the educational process. Based on the two surveys, a comparative analysis is possible: similarities and differences can be highlighted between the answers of the two groups regarding their attitudes and understanding processes towards slam poetry texts.

16:35-17:00
71237 | *Exploring Public Pedagogy Through Popular Culture*
James Trier, University of North Carolina at Chapel Hill, United States

Resonating with the conference theme "New Revolutions", this paper focuses on a university course titled "Exploring Public Pedagogy through Popular Culture". Public pedagogy refers to the learning and teaching transpiring beyond traditional institutions, in the public sphere. The presentation explains the course's dialectical form, which mirrors the thesis-antithesis-synthesis schema. The thesis phase introduces the dialectic as a struggle and confrontation by short-circuiting (ala Slavoj Zizek) the film Snowpiercer with The Communist Manifesto. It then explores critical theory, the "hermeneutics of suspicion" (critique), Debord's theory of the spectacle, and the spectator as passive and alienated through analyses of several "screen" texts, including Adam Curtis's Century of the Self, Naomi Klein's No Logo, Black Mirror episodes, The Truman Show, and others. Phase two (antithesis) stages a dialectical reversal when the dialectic is reframed as unifying and positive, introduced through the short-circuiting of the film I Heart Huckabees with more (Hegelian) readings on the dialectic. This phase explores post-critical theory (post-critique), the spectator as emancipated and active (Ranciere), and critical-art practices intended to challenge the spectacle's power, such as détournement, psychogeography, the dérive, as represented in documentaries such as The Radiant Child (Jean-Michel Basquiat), Exit from the Gift Shop (Bansky and street art), the fiction film Waking Life, and several documentaries about revolutionary praxis (Berkeley in the Sixties, The Square, Joshua: Teenager versus Superpower, others). In the last phase (synthesis), students articulate their experience of the course's dialectal form by making and presenting short films embodying détournement, psychogeography, and the dérive.

17:15-18:55 | Salle 103
Saturday Onsite Presentation Session 6
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Shaylyn Marks

17:15-17:40

70336 | *Environmental Education in Indonesia Secondary School Teachers' Perspective: A Systematic Review*
Adhitya Amarulloh, Monash University, Australia

Environmental education (EE) as a means to implement natural awareness and eco-friendly behavior among students is influenced by the teacher's perspective towards it. In the previous Indonesian school-based curriculum (KTSP), EE is incorporated and mentioned distinctly as a subject. However, the alternation of KTSP into the 2013 curriculum has removed EE as a unit in Indonesian public schools. Therefore, the EE perspective among teachers has changed. Therefore, this study aims to discuss the teacher's perspective towards EE, in this study will be more specified in the secondary school context. A systematic literature review of various studies of EE in the teaching realm is conducted. Curriculum, classroom implementation, and the challenges and opportunities of EE in the teacher's context are the aspects that will be discussed. Several studies mentioned that senior teachers have a profound comprehension of EE compared to new teachers due to their previous knowledge of EE incorporation in the KTSP curriculum. However, despite the lack of experience, some teachers have incorporated EE in the class regardless of teaching experience. Nevertheless, the challenges still impose the EE implementation in the secondary school context. In conclusion, due to the curriculum alteration, this study opines that the secondary school teachers' perspective towards EE has changed, affecting the EE implementation in the class. However, the opportunities for EE implementation are still present and could be improved through well-established cooperation among the responsible parties.

17:40-18:05

67083 | *Impact of Teacher Beliefs in Planning ESL Reading Lessons*
Vivaldi Chung, University of Cambridge, United Kingdom

The challenges brought about by the pandemic has reaffirmed that the individuals' beliefs are integral to humans, as they help orient and interpret our social and personal experiences. Similarly, teacher beliefs towards education are shown to be an ever more important factor in shaping frontline practitioners' teaching practices. In the Chinese classroom, however, teacher beliefs and their knowledge are often downplayed because of the prevailing classroom practices influenced by the enduring Confucian Heritage Culture. Despite the substantial number of studies on the correlation between teacher beliefs and their classroom practices, there are limited studies which investigate the interplay between practitioners' beliefs and lesson planning, a crucial stage that informs and guides the actual classroom practices. This study set out to investigate Hong Kong teachers' beliefs and their interplay with instructional planning for ESL reading lessons. Adopting a multiple case study approach, four in-service teachers with varying years of experience were invited to partake in the study. Data collected from the teachers' self-designed lesson plans, teaching materials, self-reflections, and semi-structured interviews were inductively coded and analysed. The findings revealed that both teachers' epistemological and pedagogical beliefs had significant impact on instructional planning in terms of structuring and designing lesson activities. However, these elements were subject to the influence of contextual and external factors. Results suggested that there is an urge to further develop teachers' awareness towards their own belief systems through professional development.

18:05-18:30

69313 | *Understanding Community and Culture: Teachers Working to Better Know Their Students*
Laura Szech, University of North Carolina Wilmington, United States

This qualitative research presentation outlines a project completed with U.S. teachers and families in a low-income, predominantly Black school community. The project was designed to address the potential disconnect between the teachers' cultures and those of their students and families. The goal was to improve literacy and academic outcomes in the classroom through engaging in a professional book club study and participating in family home visits. In the U.S., public school teachers are challenged with meeting the needs of diverse students, families, languages, and cultures in their classrooms. However, like the teachers in this study, a majority of the U.S. teaching force remains middle-class, English-speaking, White women who are not likely from the communities in which they teach. Results show that teachers who engage with culturally sustaining creative reading and writing in the classroom, combined with funds of knowledge-focused family visits (Moll, 2005), do succeed in connecting better to the students in their classrooms. The presentation will include methods for implementation and application to other classroom scenarios.

18:30-18:55

68795 | *Rehumanizing Clinical Practice Experiences in Teacher Credential Programs*
Shaylyn Marks, California State University Bakersfield, United States
Sarana Roberts, California State University Bakersfield, United States

The pandemic has had a profound impact on education, creating a variety of challenges for educators and students alike. What tends to be discussed less is the impact the pandemic had for pre-service educators and their experiences attempting to become credentialed educators in the midst of a global pandemic. In addition to the personal challenges many experienced during the pandemic, pre-service educators had the difficult task of navigating coursework and displaced clinical practice experiences despite the crumbling world around them. Many pre-service teachers experienced a profound sense of isolation while going through their credential programs due to school closures and social distancing protcalls. In many ways, the isolation many experienced due to the pandemic worked to dehumanize credential program processes, eliminating in person access to classroom spaces, and consequently diminishing the ability to create and foster strong personal bonds with students and faculty members. Recognizing the difficulties that credential candidates have faced in the last few years, one university became committed to strengthening systems of support in an effort to rehumanize the teacher credentialing process by centering the human experience and connections in a post-Covid world. The clinical practice component along with the relationship between credential candidates and their university supervisors was identified as a high impact area in enacting change. The process of strengthening systems of support for credential candidates and the work done alongside university supervisors will be explored through a self-study of the Director of the Teacher Credentialing. Additionally, the methodology and preliminary observations and findings will be explored and discussed.

09:00-10:40 | Salle 201
Saturday Onsite Presentation Session 1
Workshop Session: Teaching Experiences, Pedagogy, Practice & Praxis

09:00-09:50
70227 | *News Literacy in the Social Studies Classroom: Current Events*
Lauren Wyner, Catapult Learning, United States

In order to be fully-participating citizens and to make good, informed decisions, young people need to have a solid understanding of what's going on in the world around them. Whether it be the positions of candidates in a local or national election or the disputes and causes of a conflict in the Middle East, there's little doubt that current events are an important part of the knowledge that young people need to succeed in today's world. But while most educators agree that current events are important, there's even less debate about the lack of current events knowledge that's demonstrated by many young people in the United States. There's no question that good current events teaching can help you address the standards, meet your teaching goals, and improve student engagement and performance in school. But coming up with current events lessons each week can be a daunting task. This session takes a disciplinary literacy approach to give teachers the tools and resources they need to get started with current events lessons in their social studies or other subject classroom.

09:50-10:40
63006 | *Engage Your Students to Respond to Instruction Through Differentiation Strategies That Promote Self-efficacy, Connectedness and Relevancy, Attention and Interest*
Colleen Harrison, Oregon State University, United States

Educators throughout the globe work diligently to seek tools that improve their craft and deepen their impact on students. However, one of the challenges for educators rests on the fact that students learn differently. Therefore, educators need to implement differentiation strategies that engage and motivate students in every classroom, every day. In this lively, interactive workshop session, participants will learn strategies that maximize learning for every student. Upon returning to their classrooms and schools, educators will have learned strategies to challenge students who are advanced, reach struggling students, and support a student's learning modality with equity, positive feelings, connectedness and relevancy, self-efficacy, attention and interest, and best practices. Since educators are often asked to do more for less, close achievement gaps, and increase learning that has been lost due to Covid, educators have a challenging job. This workshop session will provide educators with research-based, differentiated instructional strategies that maximize student achievement, motivation, and engagement. Educators will walk away with relevant lesson designs that include responsive activities to instruction. These relevant lessons and activities will capture a student's interest and catapult student achievement to a higher level.

Saturday Onsite Presentation Session 2

Workshop Session: Learning Experiences, Student Learning & Learner Diversity

10:55-11:45

63115 | *Student Achievement is Elevated within a Positive Learning Environment through Proven, Research-Based Classroom Management Strategies*
Colleen Harrison, Oregon State University, United States

A significant body of research attests to the fact that the "lack of" classroom organization and behavior management competencies cause educators to have high levels of stress and one reason why educators leave the profession. Therefore, effective classroom management is very important for any educator. Whether you are the new teacher excited to take on the world or the seasoned veteran who has probably experienced about every type of student there can be, effective classroom management can make a significant difference for teacher and student success. And as we know, achievement gaps can occur for many reasons. One significant cause is due to the disruption of the classroom instructor, but without the ability to manage the classroom, the best lessons remain undelivered. Consequently, effective and consistent classroom management strategies are proven to save instruction time and improve the school climate. Many school administrators who have implemented research-based classroom management strategies have experienced a reduction in office referrals and out-of-school suspensions. In addition, low achieving schools have increased student achievement by gaining back valuable teaching time that is so often lost to matters of discipline. This lively, interactive workshop presentation will provide educators with evidence-based, field-tested techniques and strategies that can be used immediately in the classroom. These strategies are proven to eliminate challenging student behaviors by 70-90%, and to catapult student achievement to "new" and higher levels. No longer will educators have to be constantly dealing with classroom discipline disruptions. Instead, they will have what is really important---time to teach.

Saturday Onsite Presentation Session 3

Workshop Session: Social, Political and Community Agendas in the Arts

13:10-14:00
69374 | *The Quercetum Chorus Workshop*
Lisa Sandlos, York University, Canada
Rennie Tang, California State Polytechnic University, United States
Eleni-Ira Panourgia, Filmuniversität Babelsberg KONRAD WOLF, Germany

The Quercetum Chorus Workshop will introduce participants to sound, drawing and movement methodologies designed to deepen human-tree relations and develop novel community co-creation processes. Participants will apply a multi-sensory approach to knowing trees by attuning to their frequencies, textures, shapes, and movements. They will be invited to reimagine trees as more-than-human bodies and explore ways of relating to them through shared sonic, visual and somatic sensibilities. Embodiment, listening and inner reflection activities will be facilitated to bridge the personal to the environmental and the body to the city to instigate a co-creation process participants can share in a variety of educational and community contexts. The workshop emerges from our collaboration with landscape design studio Coloco, which is leading a multi-year urban forestry project involving a forest of oak trees (Quercetum) to be planted in Val de Fontenay, a suburban neighborhood at the eastern periphery of Paris. The project includes the transformation of a warehouse into a tree nursery that will cultivate and supply trees for the neighborhood. Using our methodology, we are working with the local community to develop a sonic kinesthetic language for each tree in the quercetum culminating in a botanical art installation. Quercetum Chorus is part of Sonic Kinesthetic Forest, a research collaboration between landscape designer, Rennie Tang, sound artist, Eleni-Ira Panourgia, and movement/dance educator, Lisa Sandlos. As a project that began during the COVID-19 pandemic across three time zones, it relies on communication technology while responding to issues of disembodiment, social isolation, and disconnection from nature.

14:15-15:05 | Salle 201
Saturday Onsite Presentation Session 4
Workshop Session: Adult, Lifelong & Distance Learning

14:15-15:05
67354 | *Inclusive Hospitality in Online Learning*
Brad Garner, Indiana Wesleyan University, United States

The past several years have been tumultuous and challenging for faculty, staff, and students in higher education…the COVID pandemic, a transition from classroom-based instruction to Emergency Remote Teaching, heightened awareness of social justice issues, and the needs of LGBTQ students. have dramatically impacted colleges and universities and their students worldwide. In this session, we will explore the concept of "inclusive hospitality" in online learning environments. This will required that faculty assume several key dispositions, including: Teachable (i.e., adaptations in teaching in response to student learning patterns), Empathetic (i.e, responsive to student life events and needs), 3) Available (i.e., faculty create reliable pathways for engaging with students), Consistency (i.e., faculty demonstrate a rhythm in course involvement), and Hospitality (i.e., a safe and welcoming ethos). In this session, each of these ingredients will be described along with an invitation for participants to share their own experiences, strategies, and techniques.

Saturday Onsite Presentation Session 5

Workshop Session: Professional Training, Development & Concerns in Education

15:45-16:35
70223 | *Locating Your Inclusive Practice – A Reflective Heuristic*
Anna Rozzo, University of Glasgow, United Kingdom

Conceptions and theoretical understanding for what constitutes Inclusive Pedagogy abound (Hernández-Torrano et al., 2020; Hockings, 2010; Lawrie et al., 2017; Livingston-Galloway & Robinson-Neal, 2021). Furthermore, wide-ranging recommendations proliferate, complicating implementation. Stentiford & Koutsouris (2021), draw on (Florian & Spratt, 2013) to propose a conceptualisation of student needs that may guide the practitioner regardless of their field or discipline. Additionally, Moriña's (2020) framework of actions, knowledge, beliefs, and design [drawing on Rouse (2008) & Shulman (2004)], provides a clear, accessible, and flexible taxonomy for teacher practice. Building on this groundwork, the facilitator/presenter will provide a heuristic for attendees to clarify their own conception, implementation, rationale, and context-specific iteration of Inclusive Pedagogy (IP). Participants of this workshop will be able to concretise their own understanding of IP; gain clarity regarding their own one's theoretical, axiological, and disciplinary location within IP; evaluate their own context in order to articulate a specific approach to IP; and share this positionality and professional practice with peers.

17:15-18:55 | Salle 201
Saturday Onsite Presentation Session 6
Workshop Session: Nurturing Creativity & Innovation: New, Innovative & Radical Education

17:15-18:05
69921 | *Creativity-driven Pedagogies for Executive Learners: A Game-changer for the Future*
Melissa Rancourt, Parsons School of Design at The New School, France

In Strategic Design, we often speak of designing for disruption – disruption of ideas, mind-sets, and the status quo, dispelling the concept "we've always done it this way", that we often hear particularly when wanting to create change. In Education, the need is the same: to disrupt the status quo, the usual way of learning, to nurture new methods that may be more impactful to learners of all ages and backgrounds, cultivates new ideas, and incorporates constant developing technologies. When these two terms come together – Strategic Design and Education – an innovative approach emerges that uses creativity as a pedagogical means to disrupt that we way we learn and the way that we can positively impact our surroundings, the people around us, and the challenges we face. This workshop will address three disruptive ideas: creativity is in everyone's role and abilities; everyone can benefit from being a perpetual student (even seasoned leaders); and, pedagogies that incorporate creativity will be a game-changer for the future in order to make pervasive changes in organizations, communities, and societal challenges. The pedagogical method and examples of creative exercises & tools, that have been designed and tested with 95 global leaders over the past five years, will be demonstrated so that participants can bring them into the classroom, workplace, or boardroom.

18:05-18:55
70903 | *Engage Students in the Assessment Process for Deeper Engagement and Learning*
Starr Sackstein, Mastery Portfolio, United States

Educational institutions have prized grades over real learning, sorting and labeling what students know and can do for far too long. This paradigm has created competitive cultures which act against collaboration and focus on what matters most. In this presentation, we will explore our assessment and grading beliefs and engage in conversations and activities that promote alternative perspectives that allow students to be in charge of their learning. Classrooms that allow students to co-construct assessment and success criteria demonstrate a willingness to partner in learning rather than control it. Students use metacognition to set goals, track progress, and personalize their learning tracks. Teachers provide strategic feedback to further the learning that students select for themselves. We encourage deeper engagement and commitment to lifelong learning by bringing students into the formative assessment process.

Notes

Sunday, June 18

Parallel Sessions

All times are in Central European Summer Time (UTC+2)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

09:50-10:40 | Salle 232
Sunday Onsite Presentation Session 1
Language Development & Literacy
Session Chair: Sukdeb Goswami

09:50-10:15

70449 | *Understanding Childhood from Children's Perspective: An Interpretivist Exploration*
Sandeep Kumar, University of Delhi, India

The present study aims at contemplating the different perspectives which are prevalent in the field of Childhood Studies, namely- Developmental Perspective, Socio-cultural or contextual perspective and the perspective of Discursive Psychology. The existing trends in the research in the discourse of Childhood Studies are also discussed. One of the biggest critiques of the studies conducted in the field of childhood is that these are largely adult centric in nature and the lived experiences of children are valued the way they have been understood by adults. It implies that the discourse of childhood studies is largely colored by the lens of the adults. In this process the actual positionality of children in various aspects of development are left unaddressed. This work tries to study children's experiences from their own perspective and therefore, the focus of the work is to elaborate upon the idea of childhood the way it is being perceived by children themselves. In order to elaborate this, while situating the study in phenomenological perspective, experiences of the children have been studied in detail to explore their perspectives of being a child. The study is qualitative in nature and located in interpretivist paradigm. Coding has been used to identify and finalize the themes of analysis. The themes for understanding childhood from children's perspective have been brought out with the help of coding based on the interaction with children through semi-structured interviews and literature review. These themes of analysis represent the various constituents of the childhood as shared by children. Various themes elaborate the ideas shared by children separately but these are not exclusive from each other, rather cross-sectionality can be witnessed in their basic explanation.

10:15-10:40

69664 | *A Neuropoetic Approach to the Conceptualization of Subjectivity in Literature*
Sukdeb Goswami, Patikabari High School, India

When the author is primarily concerned with conveying personal experiences and feelings, there is an intrusion of 'subjectivity' which according to Ricoeur (1974) is the display of a world and positioning of an ego both symmetrically and reciprocally. 'Neuropoetics' (my coinage) is a tool that applies neurotic concepts for the interpretation of literature. In this exploratory study, the mission is to observe how reasons and feelings work together in social and emotional decisions in literature and how small differences in decision making brain circuits bring about massive changes in social spheres as well as in etiolated language. To describe simply, 'subjectivity' is not located inside the body only. Isolation of the biological from the social becomes difficult because of the continuous interpenetration of the two. As for tool, I have mainly used neuro-cognitive ideas particularly how consciousness, memory, dream, cognitive environment, functions of neuronal circuitry, neuro-endocrine properties etc. can make drastic transformation in individual as well as in collective experiences. It is expected that such studies will shed light on the evolution of human thoughts in different socio-cultural communities in different ages.

10:55-11:45 | Salle 232
Sunday Onsite Presentation Session 2
Language, Linguistics
Session Chair: Giada Biasetti

10:55-11:20

71090 | *Language in TV News Services. The Types of News Depending on Language Used on Public and Commercial TV in Poland*
Kacper Krzeczewski, University of Lodz, Poland

The way of passing information determines its effectiveness. That is way, Maxwell McCombs and Donald Shaw initiated research on the agenda-setting (the media tells us what to think about) in 1968, which has been developed in the following decades and several levels of agenda-setting have been created. One of them is framing (the media tells us how to think about issues).
Every service consists of some news, which with careful research, language and frame analysis can be assign to one of the frames: economic, conflict, human interest, responsibility or morality. Every frame can be identifie by four questions (which I will present). Furthermore, media messages consist of three types of language resources: rhetorical figures, tropes and eristic tricks.
The question remains, if each frame has its own specific language markers, or different ones are used within one frame. My aim is to show relationship between the choice of the frames and language resources as well as present types of news that can be distinguish based on this research. I hope my research answers the questions:
-Which language resources are the most often used in each frame and why?
-What types of news can be distinguish in relation to the applied language?
-What are the differences in the news on public and commercial TV?
My research material concerns the presidential campaign in Poland in 2020. I focus on two TV news services in Poland: "Fakty" and "Wiadomości". During the conference I will present the results for all five mentioned frames.

11:20-11:45

69449 | *The Complexities of Self-Translation: Is a Multilingual Author the Best Translator?*
Giada Biasetti, Augusta University, United States

When dealing with translation, some authors have expressed their preference to remain uninvolved in the translation of their work, even if they speak the language it is being translated into, and prefer not to be an 'intrusive author' (Stavans). Many multilingual authors struggle finding their own voice when self-translating and end up rewriting and changing the original. An author may not be aware of their intent when choosing words and often cannot control how these words are read or interpreted. The original may already be a form of translation in that the author is applying meaning to specific words, which also reflects the idea that the translators' choices are subjective, time and culture bound. This makes the study of self-translation even more complex and interesting, because it becomes an intensified version of this notion. This study explores the translation into English of Un perfetto idiota (2017) by Frank Iodice, which was commissioned to several translators whose work was supervised by bilingual and multilingual individuals, including the author himself. From a first draft obtained after one year of various collaborations, the author started a new translation work. While completing this task, a number of questions arose. Can an author, who acquired knowledge of the target language through migration, be the best translator of his own work? This study explores many of the complexities of self-translation and the possibility that there is no such thing as an original but only a myriad of (self) translations.

13:10-14:00 | Salle 232
Sunday Onsite Presentation Session 3
Aesthetics, Design
Session Chair: Antonio Gorgel Pinto

13:10-13:35

70859 | *From Baroque Excess to Post-Truth Exaggeration: A Photographic Analysis of Baroque Architecture in the Age of Post-Truth*
Amos Bar-Eli, HIT - Holon Institute of Technology, Israel

Baroque architecture emerged in Europe during the 17th century and is characterized by its ornate, dramatic, and theatrical style. In recent years, the term "post-truth" has become a buzzword to describe a society in which facts and objective reality are less influential in shaping public opinion than appeals to emotion and personal belief. While the relationship between baroque architecture and post-truth may not seem immediately apparent, there are some interesting parallels between the two. Baroque architecture often employed exaggerated and fanciful elements to create a sense of awe and wonder, much like post-truth narratives rely on exaggerated and sensationalized claims to capture attention and sway public opinion. Furthermore, just as baroque architecture often obscured or distorted the true proportions of a building, post-truth narratives often distort or manipulate facts to suit a particular agenda. Both rely on the power of spectacle and illusion to create an immersive experience for the viewer or listener. The paper presents photographic research, conducted over a period of several months, of Baroque style buildings, predominantly churches, in London, Rome, Krakow, and Venice. Through thematic and manipulative photographical methodology, the research searched for interpreting Baroque themes, spaces, and objects as parallel to contemporary post-truth processes. This comparison is useful as a starting point for further inquiry into social, cultural, and architectural developments, and the ways in which they shape our perceptions of truth, power, and authority.

13:35-14:00

68790 | *Digital Experience Theatre: Ideation Tool for Developing Socially Significant Interactive Digital Products*
António Gorgel Pinto, Universidade Europeia, Portugal
Joana Ramalho, Universidade Europeia, Portugal
Paula Reaes Pinto, Universidade de Évora – CHAIA, Portugal
Filipe Figueiredo, Universidade Europeia, Portugal

The problem identified in the Digital Experience Theater (DX T) research project is related to the development of interactive digital products, particularly mobile devices, with relevance for the empowerment of a place and its community. Digital products, increasingly ubiquitous in contemporary societies, are a powerful medium for the socio-cultural mapping of a community in a simultaneously local and global context. The contribution of design and technology in this field has supported economic and cultural progress. Still, this development does not always promote an integrated sustainability model at the economic, social, cultural and environmental levels. The research aims to experiment with a UX design ideation tool to enable a reflection and a clear conscience around the sustainable and holistic creation of digital products and thus promote community development. The DX T leitmotiv is the Theater of the Oppressed, created by Augusto Boal, through which users of web and mobile applications are considered vulnerable citizens, subject to a profusion of digital products and their features of questionable usefulness. Following the Theater of the Oppressed methodology, the DX T aims to create a mediation and ideation tool to support creatives, namely students and designers in the field of digital interaction, to contribute to the transformation of this reality and promote the appearance of innovative and sustainable solutions. Besides displaying the above-mentioned concepts and principles, the DX T paper presents workshop sessions developed with design students and interviews with digital design experts in Portuguese and German Universities.

Notes

16:10-17:50 | Salle 232
Sunday Onsite Presentation Session 5
Ethnicity, Difference, Identity
Session Chair: Kathleen Brown

16:10-16:35
69376 | *The Fragile Beautiful: Whiteness and Race-making in China's Fashion Modeling Industry*
Ke Ma, University of Amsterdam, Netherlands

The demand for white-looking models in China's booming fashion industry has created a prosperous market for many young Europeans hired mainly because of their white skin and Western looks. Drawing on six-month participatory observation and interviews at a foreign modeling agency in Shanghai, this article explores how race and whiteness are enacted in China's fashion industry. Specifically, how race, an organizing principle that homogenizes otherwise diverse populations, takes shape in the agency's discourses and practices that center upon getting white-looking foreign models migrating to China and selling their looks as commodities to the local clients. Employing a multi-level analysis, I explore how racial identities are enacted through three mechanisms: the global hierarchy of beauty in the fashion and advertising industry (structural, macro-level), the Chinese state's border restrictions on non-Chinese (institutional, meso-level), and the popular perceptions of foreign Other vis-a-vis a Chinese self (individual, micro-level). Since the three mechanisms work simultaneously, the practices and discourses of race-making within this context can be non-linear and sometimes self-contradictory. Along with the analysis, the article also proposes transcend an essentialist approach to race by focusing more on its dynamic and diverse operations across different geographical, sociopolitical, and cultural contexts.

16:35-17:00
71113 | *Black Women and Perceptions of Self-(Re)presentation and Identity Formation on Social Media*
Ridwa Horreh, University of Nottingham, United Kingdom

Many contemporary media and public discourses about Black people are couched in the language, experiences and perceptions dating back to white domination during colonialism. A case in point is the fetishization of Black female bodies and the stereotyping of Black women. The resultant representations of Black women as hypersexual beings to justify the exploitation, objectification, racialisation and ridicule of their bodies have been widely circulated via mainstream media, including social media platforms. As a result, according to intersectional theory, Black women find themselves experiencing sexism and racism. Drawing on a number of key theoretical frameworks coupled with early-stage field research, this abstract proposes to explore how a selected sample of Black female social media influencers navigates the aforementioned hypersexualised and racialised representations of Black women and their bodies online. This is important because the oversaturation of such representations renders them difficult to counter. A key part of the exploration here will cover the strategies adopted to challenge fetishizing and racializing normalisations of the Black female body and alternative narratives of the self and identity. Existing research has found that the perpetuation of the said stereotypes and related representations via dominant media outlets can shape how Black women understand, perform and identify with their self. However, lesser known are the processes and work Black women undergo to arrive at a critical understanding of their self, to craft their own self(re)presentation, and to form their identity, particularly in virtual spaces.

17:00-17:25
71226 | *"Discontinuity" to "Reconstruction": An Ethnographic Study on Cultural Identity Conflicts of Post-95 Chinese International Fine Art Students in London*
Wan Chen, University of Wales Trinity Saint David, United Kingdom

Following the economic rise of China, the educational mobility of its nationals continues to increase. Intercultural communication between China and the UK is also occurring with greater frequency. Every generation of Chinese international students has encountered identity conflicts. Previous studies generally view them as a whole, discussing their identity conflict as a phenomenon of intercultural communication in an abstract way, leaving fewer studies to focus on how a particular professional group in a single location responds to the issue of identity conflict. The post-95s (those born after 1995), as a generation born at the turn of the century, share a distinctive feature of their identity conflict:'discontinuity', which is unique to them. The 'discontinuity' has led to widespread confusion, creating further potential problems in their identity conflicts and affecting their art practice. Consequently, the issue of 'discontinuous' identity conflicts is of urgent study importance. This study focuses on 10 post-95 Chinese international fine art students in London. Using mixed-methods and ethnography approaches to investigate their subjective experiences of living, studying, and practicing art in London from the perspective of cultural identity. Through inductive and thematic analysis of the data collected, a more comprehensive understanding of their 'discontinuity,' 'conflict,' and 'reconstruction' is developed. The core of this study is to explore the possibility of how art practice becomes a potential means of transforming their identity from 'discontinuity' to 'reconstruction'.

17:25-17:50
69345 | *Reinvisioning and Repositioning: Bringing Executive Presence into Female Academic Leadership*
Kathleen Brown, Kurume University, Japan

Although continuous gains have been made by women in positions of leadership within academia, they are still far outnumbered by their male counterparts (e.g., MEXT, 2022; American Council on Education, 2017; 2021). One of the consistent elements in the barrier for women to gaining access to leadership roles is their positionality within academic institutions. This session will introduce the concept of executive presence (Hewlett, 2014), and how adopting and reframing some of the principles of executive presence can help female academics to re-envision their own positionality. Drawing on the narrative experiences of the presenter, participants will be challenged to engage with their own concepts of leadership and how a re-imagining of these concepts might propel them forward into a new paradigm for female leadership.

Notes

Sunday Onsite Presentation Session 1

Professional Training, Development & Concerns in Education

Session Chair: Kenneth Tan

09:00-09:25

67381 | *Elements Needed for Teaching in Technical/Vocational Training*
Fernanda Yamamoto, Senac / IEA USP, Brazil

The paper aims to investigate the elements needed for teaching teachers who work in technical courses integrated with secondary school, based on their own perceptions. Brazil's secondary education system reform brought a series of changes in Brazilian education at the secondary school level: it proposes a curriculum composed by the Common National Basic Curriculum and a learning itinerary consisting of five areas, technical and professional learning among those, which has the same weight as the other four areas of knowledge, incorporating the itinerary and number of class hours of secondary education. As a result, many professional education teachers faced several challenges related to this new audience and to the necessary integration between secondary school and vocational education. With a qualitative nature, the investigation was conducted in a school located in São Paulo – Brazil, which started the implementation of the proposal of integrated secondary education with Technical/Vocational Training in 2019. The study had the participation of five teachers from different knowledge areas, including interviews using semi-structured scripts. The results indicated a series of elements related to teaching aimed at professional development in practice and the need for continuous in-service training and wellmanaged school conditions.

09:25-09:50

69204 | *Simulation-oriented Training: An Analysis and Modeling of the Activity of Trainers During Post-simulation Debriefing*
Valérie Duvivier, Université de Mons, Belgium
Marc Demeuse, Université de Mons, Belgium
Antoine Derobertmasure, Université de Mons, Belgium

Simulation-based training systems have become indispensable. However, the way in which the trainer supports the learners' activity during the debriefing is still very little studied. When it is the case, the elements reported are prescriptive, not very generalisable, not very operationalisable in terms of manifestations and difficult to link to a general theoretical model from the point of view of the trainer's guidance (contrary to the moment of the simulated exercise). Based on nine French and English databases (Google Scholar, ERIC, ERUDIT, CAIRN, Pascal & Francis, OpenEdition, Springer, SCOPUS and Sudoc) from which 29 works were selected, our article proposes a model listing a set of dimensions specific to the trainer's activity while preserving the singularity of training situations. Based on Leplat and Cuny's (1974) five-square model, the model articulates three levels of processes through seven categories of factors. In the idea of a double regulation, it also highlights the links between the determinants linked to the trainer and his feedback. The model is applicable to the fields of medicine, risk management and education.

09:50-10:15

68241 | *The Story of One Task: Teachers' Learning of the Standard Algorithms of the Four Basic Arithmetic Operations*
Ira Raveh, Ort Braude Academic College of Engineering & Oranim Academic College of Education, Israel

This article presents and characterises 'translating the algorithms into horizontal representation' task with particularly high potential of teachers' learning the standard algorithms of the four basic arithmetic operations. The main empirical evidence of the teachers' learning has been collected during eight intervention sessions with 46 primary school teachers. The teachers' learning is presented and analysed according to integrative framework of knowledge for teaching the standard algorithms and according to transfer of knowledge perspective. The teachers' learning is apparent in learning mathematical laws and concepts underlying the algorithms, in identifying similarities between the multiplication and division algorithms and in identifying division algorithms' uniqueness as a result of a special method of number regrouping in it. The article concludes with practical recommendation regarding the promotion of teachers' learning of topics of a technical nature.

10:15-10:40

69552 | *Effectiveness of Incorporating Mindfulness Programs for Corporate Executives: The IMC Case Study*
Kenneth Tan, Octave Institute, Singapore

Mindfulness is bringing one's complete attention to the experiences occurring in the present moment, in a non-judgmental or accepting way (Brown & Ryan, 2003; Kabat-Zinn, 1990; Linehan, 1993a; Marlatt & Kristeller, 1999) and can be developed through meditation and deep breathing activities. The impact or results demonstrated through research are that it increases awareness, insight, wisdom, compassion, and equanimity (Goldstein, 2002; Kabat-Zinn, 2000). Other organisational impact include employee well-being, resilience, engagement, stress management and job satisfaction (Baer, Smith, Hopkins, Krietemeyer and Toney, 2008). This study measures the effectiveness of a Mindfulness Program, organised for over 120 mid to senior executives of a global conglomerate from over 10 different nationalities, conducted over three program runs in one year. The study will show how the program impacted their long-term behaviors, lifestyle, work productivity and relationships using an experimental research design, through pre and post testing, involving physiological variables and behavioral indicators. The results and findings show that there is sustainable and positive behavioral change and long-term physical health improvements for majority of the participants as a direct result of the mindfulness program. And the implication of this study is that this same program can be implemented for other corporate executives to improve physical well-being, organizational satisfaction, performance, and work, relational and family well-being.

10:55-12:10 | Salle 233
Sunday Onsite Presentation Session 2
History, Historiography

Session Chair: Mejgan Massoumi

10:55-11:20

71000 | *The Promotion and Development of Civic Historians to Enhance Locality in Thailand*

Nathaporn Thaijongrak, Srinakharinwirot University, Thailand
Supanat Pana, Srinakharinwirot University, Thailand
Jiraporn Ruampongpattana, Srinakharinwirot University, Thailand
Yaninie Phaithayawat, Srinakharinwirot University, Thailand
Chitiphat Suntornsaratool, Srinakharinwirot University, Thailand

This research aims to contribute and expand the historian's knowledge network formation, focusing on the local people who strongly feel connected and highly cherished their own local historical stories. Wherewith, local development essentially needs to begin with people who were raised and grew place to reach the sustainable development in each local community. Besides, the local knowledge that have been created in each community critically makes further understanding of background and potential which, each community could bring to the policy making and development prediction. Therefore, the purpose of this research aims to contribute the value, meaning and dignity of civic historians in each local community raising their equal status with mainstream historians and create and develop the local historic storytellers. This interdisciplinary research is mixed between historical and other social sciences research method which is conducted by qualitative research, documentary research and in-depth interview to analyze the key information and use it for the training program to be civic historians. The result of this research finds that the keys of developing story telling are two main points which are the development of historical research and story-telling skills leading to design the training program focusing on the main points and change the framework of history subjects to further develop history. The contents of training program emphasize on three main points which are the change of mindset in history, the learning of the new historical methods and the updated story telling. The contents lead to make valuable history have more value creation.

11:20-11:45

70005 | *The Sounds of the Silk Road: Radio in Afghanistan (1960-79)*

Mejgan Massoumi, Stanford University, United States

Highlighting the IAFOR themes of "Resilience" and "New Revolutions" alongside a focus on "the Silk Road" this paper demonstrates how transregional sounds and rhythms add to our understanding of Afghanistan's globalism. Historically and geographically positioned as a witness to the ebb and flow of shared cultural evolution, the music of Afghanistan serves as an icon of this cross-pollination, now largely forgotten, that underpins the human story. As a spiritual heartland for various systems of belief – Zoroastrianism, the native beliefs in Nuristan, an epicenter of Buddhism, Islam, and its mystical expression through Sufism – each with its own sonic expressions, the lands that would become Afghanistan represented a bricolage of races and cultures, gods, languages, and customs that have traversed across space and time. This history is largely encapsulated through music and memory and reveals a world in which distinct cultures and peoples cohabited, cross-referenced and were shaped by one-another. This paper will illuminate this history through the preservation of songs and sounds that were popularized on the radio in the decades of the 1960s and 1970s and continue to hold valence today. This paper will also highlight the continuation of musical sound and practices in Afghanistan today, where despite ongoing turmoil, anti-Taliban resistance music proliferates and serves as a profound medium of dissent within and beyond the country's borders.

11:45-12:10

71388 | *Citizenship in Colonial South Africa, 1853-1909*

Beaurel Visser, University of Fort Hare, South Africa

Citizenship and the status attached to being a citizen continue to bare importance because it provides a sense of belonging, a shared identity, and a relationship that extends beyond living in a region. However, the concept of South African citizenship has rarely been the subject of academic investigation. Whenever the term 'South Africa' was used, or when referring to the concept of being 'South African' during the late 19th and early 20th centuries, it was as an expression of aspiration, a demand for citizenship rights, or an attempt to advance certain forms of political or ethnic affiliation. These claims are observed in the names of newspapers such as De Zuid Afrikaan, and the South African Commercial Advertiser, political organizations and parties including the South African Native National Congress (SANNC), the South African League, even Botha's South African Party, and mass meetings such as the 1909 South African Native Convention. Through the exploration of factors such as political participation, the ability to own land, access to education and occupation, I aim to offer a perspective on a core component of society, as my paper investigates how citizenship was expressed, experienced, and understood throughout South Africa during the late 19th and early 20th centuries. This is done by using various sources that provide indicators of citizenship during this time. Sources include the voters' rolls, land ownership records, partitions, and newspapers. The use of these sources help fill significant gaps in our knowledge about the history of citizenship in South Africa.

13:10-14:25 | Salle 233
Sunday Onsite Presentation Session 3
Science, Environment and the Humanities
Session Chair: Simeon Davies

13:10-13:35

71280 | *The Role of Communication in Environmental Issue Management of a Mining Industry – A Study in PT Jaga Usaha Sendai, Kalimantan, Indonesia*

Dorien Kartikawangi, Atma Jaya Catholic University of Indonesia, Indonesia
Louis Daniel, Atma Jaya Catholic University of Indonesia, Indonesia

Issues are daily to organizations or companies. One of the roles of public relations in a company is to manage and respond to issues. It is a critical issue to manage so that it does not become a crisis with even more fatal consequences. This research aims to discover the process of addressing issues carried out by the public relations of PT. Jaga Usaha Sandai in dealing with the case of ecosystem damage due to mining activities. PT. Jaga Usaha Sendai is a mining company located in Kalimantan, Indonesia. The theory used is the Issue Management Model, according to Chase and Jones, which includes identifying issues, analyzing issues, formulating programs to respond to, program implementation, and evaluation. The research used a qualitative approach, with interviews as the data collection. Interviewees in this research are upper and middle company management and community representative in the mining area. It is also for conformity to ensure data quality. The research results show that the issue management strategy carried out by public relations follows the theory of the issue management process model, which starts from issue identification, issue analysis, program formulation, program implementation, and evaluation. The research findings indicate that issues arise due to business competition between the company and other parties. Management has a particular strategy formed, namely OAA, consisting of Observe, Analyze, and Action. During the evaluation stage, the company determines that the issue will be resolved unilaterally, considering that no media coverage and no potential crisis has been identified.

13:35-14:00

69270 | *BreMo – A Mobile Application to Promote Primary Knowledge About Breast Cancer*

Sweekrity Kanodia, Universite Paris Cite, France
Jean Christophe Thalabard, Medical School, Université Paris Cité & Applied Mathematics Laboratory, France
Kevin Lhoste, Universite Paris Cite, France

To promote early diagnosis - an essential pillar of breast cancer management (WHO) - thousands of apps exist on the Google Play Store. Only 13% of all breast cancer apps focus on awareness and self-check and have not been scientifically evaluated. The primary objective of this study was to co-design and develop BreMo for Nepalese women using a participatory approach. The "Theory of change"- based - intervention was also designed to ensure behaviour change amongst the target users. An extensive study of breast cancer symptoms (prevalent in Nepal), self-check, and existing apps was done to outline essential features and develop the prototype. A questionnaire-based survey was conducted online to test the UI, UX, and content of the prototype. Feedback from the survey was incorporated into the development phase. A questionnaire-based randomized trial was conducted (15 women) to test BreMo against 5 existing apps without disclosing that BreMo was the main test subject. BreMo with its four main features - self-check, symptom recording, tracking and reminder was fun to train with according to 67% of the participants. Six (6/8) participants showed interest in continued usage, and 8/12 would recommend BreMo to their friends and family. To ensure behavioural change, the Theory of change methodology was followed. Behaviour change techniques (BCTs) in the app were identified and other important BCTs were incorporated with added measures. The next step is to test the intervention with the target audience - Nepalese women. A detailed protocol has been outlined to execute pilot and viability testing of the intervention.

14:00-14:25

67748 | *Transdisciplinary Synergy: The Benefits for Postgraduate Learning and Research Through Integrated Support at a University of Technology in South Africa*

Simeon Davies, Cape Peninsula University of Technology, South Africa
Jeanine Marnewick, Cape Peninsula University of Technology, South Africa
Oiva Kamati, Cape Peninsula University of Technology, South Africa
Dirk Bester, Cape Peninsula University of Technology, South Africa

Transdisciplinary (TD) approaches in education and research are increasingly being prioritised within a South African university as they provide insights into indigenous knowledge and the way post-colonial ideas are shaping scholarly endeavour. Two research entities at Cape Peninsula University of Technology (CPUT), namely the Centre for Sport Business and Technology Research (CSBTR) and the Applied Microbial and Health Biotechnology Institute (AMHBI) developed a study based on the conceptual model proposed by Lang (2012) of an idealized transdisciplinary research (TDR) process. The research question asks what effect does the indigenous plant Rooibos (Aspalathus linearis) have on physical performance and recovery for athletes. Research methodology involved randomised blinded experimental cross-over controlled trial(s) (x2), where a randomised selection 60 healthy participants ingested standardized Rooibos or a placebo prior to an exhaustive arm exercise test and then a separate maximal cycle ergometer test. Data included physical performance and respiratory outcomes. Further TD objectives included the provision of postgraduate education and training into metabolomics and genetics. While supplementary TD objectives considered business and policy outcomes relating to the Nagoya Protocol a legal framework that addresses traditional and indigenous knowledge and benefit sharing as a result of the commercialisation of Rooibos. Preliminary results indicate that Rooibos may have applications as an ergogenic supplement and facilitate improved exercise outcomes for athletes, which could beneficiate the industry with a high value product. These developments could also guide economic and social sustainability for the Rooibos sector and support the fair and equitable sharing of benefits arising out indigenous biological resources.

14:40-15:55 | Salle 233
Sunday Onsite Presentation Session 4
Challenging & Preserving: Culture, Inter/Multiculturalism & Language
Session Chair: Yuran Lin

14:40-15:05

68761 | *Citizens of the English Language: Sociolinguistic Perspectives on Postcolonial India*
Prateek Shankar, Rhode Island School of Design, United States

This paper presents what I call extralingual citizenship which theorizes an expansion of translingualism to include the ethnoracial logic of the nation-state and demonstrate the entanglement of language, governance, and education in the policing of knowledge infrastructures and discursive practices. I build on the work of Kachru on World Englishes, Tupas on unequal Englishes and extralinguistic value, Rosa and Flores on raciolinguistic ideologies, and translingual scholars such as Trimbur, Cannagararah, and Gilyard to frame extralingualism as a kind of citizenship, attempting to shift the focus of English pedagogy and practice away from the syntactical and etymological concerns of language use to the agentive potential of the language user. I center this study in India, framing the English language as an archive of the memory and afterlife of colonialism, exploring the idea of extralingualism through (i) Gauri Vishwanathan's Gramscian exploration of English literary study in colonial India, (ii) autobiographical fictions written by Ahmed Ali, Ramabai Ranade, and Shevantibai M. Nikambe, (iii) a juxtaposition of the formative language debates of the Constituent Assembly of India with the recently updated National Education Policy of 2020, and lastly (iv) a comparison of the Spoken English coaching industry in India with Writing Centers in India's emerging private liberal arts schools to speak to the English-markets reified by extralingually differentiated Englishes. My aim, across the full scope of this project, is to reframe English as a contested linguistic field where multiple Englishes become analogous to the respective forms of capitalism, sociality, and subjectivity constructed through them.

15:05-15:30

69763 | *Lost and Found in Translation?*
Susan Lubbers, Western Sydney University, Australia

This presentation discusses Ruitenberg's (2011) consideration of translation from a philosophical perspective as an act/process that potentially disrupts common sense meaning and thereby security of understanding one's own thinking. It considers the potential potency of employing translation in Anglophone international education contexts like Australia, in which "internationalised" universities continue to educate monolingually while plurilingual Asian linguistic/cultural background international students in particular continue to feel marginalised and isolated. Ruitenberg discusses interlinguistic translation of the English phrase "ways of knowing" to critically interrogate potential disruptive impacts of attempts to translate this phrase into French, which employs two words, savoir and connâitre, for "to know". What disruption may be experienced, and by whom, in a linguistically-culturally diverse class, by translating "She knows racism" into French, for example, which employs savoir for "to know something is happening [and] to know how to", and connaître, "to be familiar or acquainted with"? For marginalised students who have actually experienced racism, the understanding may be visceral, an experience with which they are personally very familiar. For students from dominant Anglophone cohorts, the understanding might be "knowing about racism" but not experientially. Disruption-through-translation thus has the potential to unsettle linguistic complacency and, given the inseparability of language and culture, this disruption may concomitantly unsettle taken-for-granted cultural and epistemological norms. What may be lost is the hitherto complacency of linguistic, cultural, and epistemological certainties of monolingual students and educators. What may be found are fresh understanding of, along with respect for, the languages, knowledges, and ideas of plurilingual international students.

15:30-15:55

71384 | *Practice-based Auto-ethnographic Research on the Self-identity and Cultural Integration of Cantonese in the UK*
Yuran Lin, University of Wales Trinity Saint David, United Kingdom

Distance is no longer an obstacle in today's world due to the progression of globalization and civilization. Today, an increasing number of Cantonese people (Guangdong province, Hong Kong, and Macao) are deciding to uproot their lives and move away from the "Home" in which they were raised. People are increasingly choosing to study, live, and work in the UK for a variety of reasons, including historical and social considerations. There have always been and still are a significant number of Cantonese people living in the UK. No matter what brought them to the UK, the fact that they will be living in a cultural and linguistic context that is foreign to them will undoubtedly cause them a variety of difficulties. In light of this context, the researcher draws on her personal experience as a Cantonese person living in the UK to determine the challenges that Cantonese people living in the UK face in terms of maintaining their Cantonese identity. These challenges include, but are not limited to, language barriers, cultural differences, and discrimination. With the use of personal narratives, observations, and interviews, the objective of this research is to analyze the experiences of Cantonese people residing in the UK in connection to their Cantonese identity. Practice-based creative activity such as documentary video, photography, and autobiography as the basis for an auto-ethnographic research project on the self-identity and cultural assimilation of Cantonese people living in the UK.

16:10-17:50 | Salle 233
Sunday Onsite Presentation Session 5
Mind, Brain & Psychology
Session Chair: Carolina Gordillo

16:10-16:35

71093 | *Task-based and Self-rating Executive Function Measurements: Are Both Measurements Meaningful for Identifying at-risk Students and Predicting Study Success?*

Diane Manuhuwa, Saxion University of Applied Sciences, Netherlands
Mirjam Snel-de Boer, Saxion University of Applied Sciences, Netherlands
Jan Willem De Graaf, Saxion University of Applied Sciences, Netherlands
Joke Fleer, University of Groningen & University Medical Center Groningen, Netherlands

A few studies on executive function (EF) in higher education demonstrate a predictive relationship between EF and study success. In these studies, EF has been measured based on neuropsychological tasks (testing directly and objectively the core EF, i.e. inhibition, working memory, flexibility) or via self-ratings of observed behaviours, measuring EF indirectly and subjectively. Rarely, however, are both measurements included, which is unfortunate because the two types of measurement assess different underlying mental constructs related to EF and provide different but complementary insights about EF. Additionally, while EF is associated with study success, it has yet to be determined which type of measurements of EF in students (young adults) provides valuable leads for students to improve their study success. This study investigates the relationships between task-based and self-rated EF and their predictive power of study success. Additionally, this study explores whether both measurements are valuable in identifying possible at-risk students (those with lesser study progress after one year). 638 first-year Applied Psychology students completed self-rating questionnaires about their perceived EF problems and executed cognitive tasks. We analysed the data with Pearson's correlation analysis and multilevel and hierarchical regression analyses. Our findings show partial overlap between task-based and self-rated EF. Both measurements predict (weakly) study success. When considered in conjunction, the measurements provide more insights into study success. Finally, they help identify possible at-risk students since more EF problems predict less study success after one year. We will discuss the value of measuring EF broadly in higher education and the educational implications.

16:35-17:00

69595 | *A Review and Reflection on Machine Learning Versus Real Learning*

Shi Jan Ting, Chengchi University , Taiwan

This study aims to investigate the definitions of learning, human learning, and machine learning, and to illustrate the relevance and differences between machine learning and real learning. Machine learning is an important branch of artificial intelligence in which machines acquire skills and knowledge by analogy with real human learning activities. The process of machine learning is the process by which a machine acquires knowledge from the known to the unknown through specific procedures and rules, but the two need to be related. Human learning is the process of acquiring knowledge, skills, and attitudes through interaction with teachers, students, and information in instructional contexts, with an emphasis on transfer and application, where learners can monitor the process through "postulated cognition" and self-regulation. The growing demand for self-regulation and personalized education is expected to build on the results of this comparison to propose innovative ways to facilitate the application of machine learning in Education 4.0 in the future.

17:00-17:25

69702 | *All Work and No Play Makes Jack a Dull Boy is No Longer True*

Mickael Bosco, Esaip, French Engineering School, France

Education is not always funny and teachers have to motivate students in order to give them the sense of a constant work. Active learning removes apprentices from their safe place by establishing a situation where risk gambling is supported, as Howell (2021) explains in his investigation. This environment allows them to share their thoughts and highlight team building to increase their confidence, that's why active pedagogy is also becoming increasingly used in schools all around the world. It's definitely time to change the ways learners get access to knowledge. Another studies starting with Bloom (1956), Le Brun (2004), but also more recently with the works of Cailliez (2016) and Dietrich (2018) have inspired me on the creation of a playful scheme. I will present you this pedagogical scenario built for my engineering school, after several trials in my Mathematics and Physics class, in which games are present in three key moments : The first moment corresponds to the first session as an icebreaker workshop. Afterwards, the second key time is located around the middle of the scenario so as to check that the three first steps of the Bloom's Taxonomy are achieved. Finally, the last crucial moment is during the last course where a big immersive Escape classroom is organized to evaluate the entire competencies. Satisfaction surveys, feedbacks and success rate will also strengthen how this educational method needs to be well-known. This scheme is adaptative to any class level, number of students enrolled and also to any topic.

17:25-17:50

71064 | *Exploring The Influence of Tracking Moving Objects on Declarative Learning Through Video Games*

Carolina Gordillo, University of Bristol, United Kingdom
Paul Howard-Jones, University of Bristol, United Kingdom

Video gameplay has been regarded with interest by the educational world due to the engagement they generate among students which may be conducive to learning. This study aimed to understand the positive influence of video gameplay on learning by deconstructing one of its features, the motion of objects in a visual field. Based on insights from visual cognition, we explored the hypothesis that visually tracking objects in motion positively influences declarative memory formation via the deployment of more cognitive resources, e.g. attention and working memory. A total of 102 participants took part in two experiments that used a purpose-built game-like task requiring players to identify and act on objects containing numbers, according to whether it was a prime number or not. The experimental task used moving objects while the control displayed static objects. An assessment task measured the learning of the prime numbers (RT and accuracy) before and after the gameplay. Results showed that moving objects made no difference in the recall of information learned during video gameplay. During gameplay in Experiment 2 (2-player mode), however, there was some evidence of higher levels of accuracy in the motion trials, suggesting enhanced levels of attention may have been deployed while playing with a competitor. In summary, these experiments show that visual tracking may recruit more attentional resources to the stimuli during gameplay, which may impact performance for identifying stimuli during the game, but this did not produce measurable improvements in subsequent tests of declarative memory for the stimuli.

Notes

09:00-10:40 | Salle 234
Sunday Onsite Presentation Session 1
Challenging & Preserving: Culture, Inter/Multiculturalism & Language
Session Chair: Michelle Cummings-Koether

09:00-09:25

69344 | *The Micro-politics of Language Revitalization Initiatives in Jersey (Channel Islands)*
Mark Hopkins, The Hong Kong University of Science and Technology, Hong Kong

The patois still understood and sometimes spoken in the island of Jersey has a long history as the linguistic signifier of this "piece of France thrown into the sea and picked up by England" (Hugo, 1866), but also a 21st century relevance as a case study for socio-linguistic obsolescence, even irrelevance. This paper aims to investigate its current status and future prospects. The method employed by the author is principally documentary analysis, in an attempt to situate jèrriais in the contemporary debate about endangered languages and concomitant loss of cultural diversity. Personal experience of living in Jersey is also drawn upon, as are the effects of the unprecedented immigration of English speakers in the decades since the mid-1970s on the island's unique identity. Jèrriais suffered sudden permanent decline in intergenerational transmission - a "rather large nail in its coffin" (Jones, 2001) - as a side-effect of the German occupation of the Channel Islands from 1940-45, but this has not been the crucial factor in its dying; it is the eight centuries (since 1204) of political isolation from the French-speaking Normandy peninsula rather than the brief reattachment to it during World War II which has in my view led to the terminal decline of jèrriais. The paper concludes with recommendations for building on the existing strengths of the education system in Jersey, to produce a new generation of standard French speakers (perhaps through bilingual immersion programmes), rather than pinning hopes for a revitalization of jèrriais on recent local language planning initiatives.

09:25-09:50

69081 | *Cultural Distance Between Inuit Education and the Formal Schooling Process: Conceptualization and Definition*
Glorya Pellerin, Université du Québec en Abitibi-Témiscamingue, Canada
Sarah Angiyou, Université du Québec en Abitibi-Témiscamingue, Canada
Gisèle Maheux, Université du Québec en Abitibi-Témiscamingue, Canada
Ulaayu Pilurtuut, Kativik School Board, Canada
Marie-Carole Qinuajuak, Université du Québec en Abitibi-Témiscamingue, Canada
Evie Sivuarapik, Université du Québec en Abitibi-Témiscamingue, Canada

Inuit students in Nunavik, Canada, currently learn in a trilingual and bicultural school environment that affect their perseverance and educational success. According to the statistics from the Quebec Ministry of Education and Higher Education, the graduation rate of secondary Inuit students in Nunavik would be 22% after seven years of schooling. This rate is much lower than the average Quebec population which is 75% (MEES, 2013). In this context, does schooling institution fail to fulfill its mission with the majority of the Inuit students population in Nunavik? (PIC, 2019; TRC, 2015). We postulate that Inuit students are heirs of a distinct cultural heritage from the one defined in the official Quebec curricula. First being educated in their family and community, Inuit pupils have learned from their own traditional culture. Then, in school, students evolve in two cultural curricular contents which are juxtaposed than integrated in a process of schooling. The processes of transition from one educational, linguistic and cultural environment to another complicate their academic progress as well as the work of their teachers (Maheux, 2016). A research team (Pellerin et al., 2019), including Inuit partners and university professors, has undertaken to explore the relationship between these two paradigms by using the concept of cultural security (Dufour, 2015) and intercultural education (Godenzzi, 2007). Our presentation will report steps of this collaborative action-research project aiming to understand the constituent processes of the relationship between Inuit education and formal schooling in the schools of Inuit communities.

09:50-10:15

69468 | *Lost for Words? : Maltese Teachers' Views on Cross-linguistic Practices and Flexible Language Pedagogies in Bilingual and Multilingual Primary Classrooms*
Michelle Panzavecchia, Institute for Education, Malta

As a result of globalisation, bilingualism and multilingualism are becoming more of a norm rather than an exception and speaking two or more languages is associated with multiple benefits. Malta, a small island in the Mediterranean, is one country currently seeking ways in which to adapt to the realities of today's linguistically and culturally diverse classrooms. This paper forms part of a doctoral study focusing on bilingual teachers' identities and the ways in which their backgrounds impact their perceptions and pedagogical practices. Data was collected through in-depth semi-structured interviews with nine purposely selected primary school teachers, to explore their bilingual identities and beliefs, how being bilingual may affect their pedagogical practices, and to investigate whether they believe they are using cross-linguistic practices during lessons. This study supports previous research advocating the use of fluid and hybridised language practices such as translanguaging as the way forward in meeting the super-diversity of today's classrooms. Demographic changes on the island call for an appraisal of the pedagogical use of judiciously hybridising languages in order to support multilingual students whilst striving to preserve the Maltese language, ensuring the provision of a socially just and equitable education for all. In view of these findings, recommendations are made to policy makers, stake holders and practitioners to improve the effectiveness of initial teacher education programmes and professional practice within the evolving multilingual situation in Malta and beyond.

10:15-10:40

69298 | *Framework for Filtering the Expectations of Common Behavior and Standards in a Highly Diverse Student Environment*
Michelle J. Cummings-Koether, Deggendorf Institute of Technology, Germany
Franziska Durner, Deggendorf Institute of Technology, Germany
Ayelen V. Tocano Juanes, Deggendorf Institute of Technology, Germany

The European Campus Rottal-Inn (ECRI), which is a part of the Deggendorf Institute of Technology, is one of the most culturally diverse and international campuses in Germany. The highly diverse and international environment of the campus, which is set in a rural area of Bavaria, offers an exceptional opportunity to study in a diverse and intercultural setting. However, it also means that the students, staff, and the local community often have differing expectations of behavior, interaction, and tolerance. A framework for determining common expectations was developed through various workshops and surveys that were conducted with the students, staff, and local community participants. The framework allows for responses from the participants of differing interest groups to be analyzed and to determine how these fit into the of the different categories of types of expectations, their norming or forming character, and if the expectations are seen voluntary behavior or are seen to be as a code of conduct with a regulatory character. The paper presented will show the framework design, as well as the results of a public workshop that was conducted in 2022.

10:55-12:10 | Salle 234
Sunday Onsite Presentation Session 2
Foreign Languages Education & Applied Linguistics
Session Chair: Stephen Peridore

10:55-11:20

70836 | *Omani University Students' Attitudes towards Collaborative Writing*

Mohammed Al Alawi, Sultan Qaboos University, Oman

This paper examined the students' attitudes, based on their cultural background, towards collaborative writing (CW). The participants included 215 undergraduate students from a large public university in the Sultanate of Oman and the instrument used was a questionnaire designed for the study. The results show that students' general attitudes towards CW are largely neutral to slightly positive on some of the scales. Students acknowledged that CW improves the quality of writing, with a focus on lower-order thinking skills like grammar and vocabulary. Few students said that CW helped them with higher-order thinking skills such as organization. With respect to the influence of their cultural background on their comfort level with CW activities, the results suggest that special attention should be given when pairing or grouping students since students are not comfortable working with the opposite gender or about giving feedback to their peers. In general, results reveal that students need to be taught how to collaborate in their writing classes.

11:20-11:45

68177 | *Code-Switching in Educational Contexts: Personal Reflections from Hong Kong*

Rickey Lu, The Hong Kong Polytechnic University, Hong Kong

Code-switching, or code mixing, traditionally refers to the act of blending different languages within a conversation or utterance. The literature on code-switching is extensive, identifying the many different reasons that speakers employ, and how they employ, this strategy during communication. However, work on code-switching in education is less readily available. In this presentation, I offer a review of the work done on code-switching. A brief overview of seminal works on the topic covering a wide variety of different contexts and cultures are highlighted, with special attention paid to the codeswitching strategies utilized by students and teachers. For instance, work in this context have looked at the associations between codeswitching, language attitudes and motivation within classroom (Lin 1999), and the pedagogical effect of code switching on language learning (e.g. Macaro 2009). After surveying key literature, the implications of code-switching in classroom settings are discussed with examples from the multilingual classrooms of Hong Kong. The author will share his personal reflections as an experienced university teacher who regularly encounters codeswitching between Cantonese and English in the classroom. Factors for codeswitching that were revealed include lack of language proficiency and solidarity building amongst students. Thus, the author's personal case study may shed further insight onto the pedagogical practices of educators in multilingual environments all over the world.

11:45-12:10

69456 | *Toward a Co-requisite Model of College Freshman English Composition for Greater Equality and Social Justice Among English Language Learners (ELLs)*

Stephen Peridore, College of Southern Nevada, United States
Levia Hayes, College of Southern Nevada, United States

Based on the premise that college remedial education does not lead to lower student attrition levels, the Nevada System of Higher education (NSHE) followed the nationwide trend of eliminating remedial courses in favor of an alternative "co-requisite" model that meets the students where they are with additional instructional support, so they become "on par" with their English 101 peers. The College of Southern Nevada (CSN), NSHE's largest higher education institution, is a Hispanic-Serving Institution (HIS) with a rich and diverse linguistic, ethnic, and socio-economic student population. However, CSN's English Language Learners (ELLs) have not been adequately identified and served due to the summative and prescriptive nature of CSN's long-standing standardized single-measure English placement test and the lack of an ELL-specific co-requisite English composition course. However, a solution to this disenfranchisement came to fruition in 2021 when CSN developed a "Guided Self-Placement" model for English composition and an intensive 5-credit co-requisite model of English composition for ELL students (ENG 110-Composition I for International & Multilingual Students – Expanded), which directly address their unique set of cultural and linguistic backgrounds by providing a carefully scaffolded instructional support model that addresses cross-cultural differences in academic writing, rhetorical conventions, thesis-driven essay development, research and citation methodology, vocabulary development, mechanics, and grammar. Data has shown that within a year since its adoption, enrollment in ENG 110 has increased exponentially and student performance has increased, so ELL students now enjoy a more level "playing field" with greater equality and social justice in their higher education pursuits.

13:10-14:25 | Salle 234
Sunday Onsite Presentation Session 3
Higher Education

Session Chair: Aneta Konwerska

13:10-13:35

69615 | *From an Elderly Middle-Aged Man to 'A Scientist May Be Anyone': DAST in Nepalese Context*

Pragya Paneru, Tribhuvan University, Nepal
Prativa Paneru, Trinity College, Nepal

This paper explores the attitude of high school Nepalese students toward scientists using a famous method named as Draw-A-Scientist-Test (DAST). A total of 145 students from Grade 11 and Grade 12 took part in this research and drew images of scientists. The findings indicated gender imbalance with male dominance in the images of scientists. The result also showed some usual stereotypes relating to hair, equipment, objects, use of eyeglasses, and lab coat in the drawings of scientists. Moreover, the influence of some mainstream western male scientists was widely seen in the drawings implying the exposure of limited male scientists to the students. In contrast to this, no real-life female scientists were mentioned by the participants demonstrating limited exposure of female scientists contributing to the gendered attitude toward the scientists. However, some of the findings also challenged the previous findings and depicted scientists with local features, positive expression, and working outdoors. Moreover, participants' awareness that scientists could be anyone with an inquisitive mind was indicated by the variations in the characters in their drawings. The drawings indicated that scientists could be someone like a mother, themselves, a fashion icon, Buddha, or a crazy-looking person. This study recommends the inclusion of participants' interviews, and exploration of their textbooks' depiction of scientists to uncover additional details regarding their understanding of scientists. Also, a critical discussion of the stereotypical attitudes about scientists in class could help challenge the stereotypical assumptions of scientists.

13:35-14:00

71348 | *How is Gamification Good for Social Bonding? Humanities vs Scientific Teachers' Perspectives Towards Using Gamification in Higher Education*

Sara Allnjawi, University of Manchester, United Kingdom
Amanda Gatenby, University of Manchester, United Kingdom
Andrew Whitworth, University of Manchester, United Kingdom

The purpose of this study is to investigate higher education instructors' perspectives on incorporating gamification into their courses. Q Methodology is used to gather teachers' subjective views. Fifteen higher education teachers, who have adopted gamification in their practices, from the UK and Saudi Arabia participated in this study. The data collection included 15 Q-sorts, clarifications on their selections of the statements' locations, and post-sort interviews which included open-ended and demographic questions. Q-factor analysis was performed, and two factors were identified as representing contrasting orientations of higher education instructors towards the usage of gamification in their pedagogical activities. Findings indicate that these orientations are aligned with disciplinary pedagogy. The orientations for participants working in Humanities fields focused on social involvement while creating gamified activities to foster a sense of community and bonding and relatedness through collaborative approaches. Participants from Scientific disciplines design activities for individual experience as a formative assessment in a digital setting. This paper will detail the methodological approach for unearthing these orientations and discuss how the synergies and differences between them, in relation to participant context, evidence how in exploring learning design through the lens of gamification approaches, underlying perspectives on the intentions and aims of education in different disciplines emerge. Further, the study evidences the ways in which gamification might enable social bonding (relatedness).

14:00-14:25

69837 | *Digitized Biological Collections as Sources of Material for Didactics*

Zbigniew Adamski, Adam Mickiewicz University, Poznań, Poland
Aneta Konwerska, Poznań University of Medical Sciences, Poland
Szymon Konwerski, Adam Mickiewicz University in Poznań, Poland

The covid-19 pandemic forced a drastic reorganization of teaching methods. In the case of natural sciences, working on specimens and materials which are either alive or fixed is crucial. Pandemic restrictions prevented access to such objects - the need to replace workshop classes with online teaching becomes crucial. Digitization of biological collections, from microscopic ones (e.g. histology slides) to macroscopic specimens (e.g. preserved animals, plants and fungi, skeletons and their parts, taxidermy specimens) has become an important task. Once digitized, such objects can be used in distant teaching and enable - for example – the transfer of teaching to countries with poor access to education. Teaching with the use of databases of digitized specimens from biological collections is a permanent element of didactic activity at the Faculty of Biology of Adam Mickiewicz University and at the Faculty of Medicine of Poznań University of Medical Sciences. Cooperation between the Laboratory of Microscopy and the Natural History Collections (faculty museum unit, AMU) has enabled the development of a range of digitized teaching aids used during didactic activities. In the Department of Histology and Embryology (PUMS) teaching is based on the use of virtual microscopy (histology slides scanned in high-resolution technology available for students) combined with the transfer of information on the functioning of cells and tissues in conditions of health and disease. We also popularize science for schools and life-long learning institutions. In this presentation, we show various examples of using digital methods used at our universities, and their application in teaching.

14:40-15:55 | Salle 234
Sunday Onsite Presentation Session 4
Higher Education

Session Chair: Cheng Cheng

14:40-15:05

71179 | *An Italian Large Case Study on Emergency Remote Teaching: Factors and Predictors Which Affect Higher Education Students' Attitude*

Matteo Bozzi, Politecnico Di Milano, Italy
Roberto Mazzola, Politecnico Di Milano, Italy
Italo Testa, Università Federico II, Italy
Juliana Raffaghelli, Università Degli Studi Di Padova, Italy
Susanna Sancassani, Politecnico Di Milano, Italy
Maurizio Zani, Politecnico Di Milano, Italy

Research on concerns about Emergency Remote Teaching has focused on teaching and management strategies, with some studies considering learners' satisfaction, reactions, learning and overall acceptance. The present large case study, based on a survey on 3,920 undergraduate and postgraduate learners, aimed at investigating Politecnico di Milano students' self-reported experiences of the Emergency Remote Teaching after identifying the empirical factors characterising such experience and the predictors of the students' responses. Participants' evaluation was expressed based on a five-point Likert scale, whereby a score equal to 3 corresponded to neutrality. We validated the questionnaire empirically through factor analysis. This questionnaire consisted of 66 items across 6 sections and focused on different latent variables as well as socio-economic information about the students. Our findings highlighted both the students' assessment of their overall online learning experience of Emergency Remote Teaching and the change in their metacognitive strategies and self-efficacy as a consequence of the new learning approach. These results did not appear to depend on the learners' gender or their educational level of degree study, while the academic year of attendance seemed to influence their opinion on teaching. Moreover, the change in the learning approach that learners experienced in the passage from bachelor to master's programmes was discovered to be a further predictor which might be more critical for females than males. Finally, implications for policy makers and higher education institutions for online learning in the post-pandemic scenario are discussed.

15:05-15:30

71119 | *An Investigation of International Students' Negotiation of the Common-Sense "Rules" of the Internationalised Higher Education Environment*

James Sumner, University of Bristol, United Kingdom

The ideal of an internationalised higher education environment offering an inclusive culture of teaching and learning can be compromised by the need international students have to adhere to the normative patterns constituting a traditionally Western hegemonic higher education setting, particularly in Anglophone countries. Consequently, discrepancies may emerge between the competencies and expectations these students possess and the practices they are required to undertake or interpret in their interactions with others. This research argues that in these situations it is necessary for students to engage in extra-ordinary sense-making of the normative patterns constituting these interactions, conceptualised here as negotiating the "rules" (ten Have, 2004). Theoretically informed by ethnomethodology, negotiation occurs within an interactional space, one where time and space merge to give meaning to the actions occurring within it (Blommaert et al., 2005; Pennycook, 2010). The spaces comprise "rules" representing different normative scale-levels relating to the extent to which these actions are understandable. Negotiation is therefore made more complex due to the multi-layered nature of the "rules" which need to be made sense of. Presented here are the negotiation experiences of five non-native English-speaking Master's international students over their year of study at a UK university, offering qualitative data from diaries and interviews analysed both thematically and longitudinally. Results show that although the student negotiation was easier in more local spaces, this process was compromised by the expected requirements for their behaviour to index higher translocal "rules". Such tensions underscore the implications for different academic stakeholders which will also be discussed.

15:30-15:55

71225 | *Exploring the Identity of International Academics Working in UK Higher Education Institutions*

Kyriaki Koukouraki, King's College London, United Kingdom
Cheng Cheng, King's College London, United Kingdom

There has been a significant increase in the number of academics working at UK Higher Education Institutions (HEIs) from non-EU countries over the last five years, with approximately one third of all academics working at UK HEIs being internationals. Despite the recent surge of interest in international academics, few studies have investigated both the adaptation process and career satisfaction in an unfamiliar academic and cultural environment. This paper addresses this research gap by applying narrative inquiry and thematic analysis of interviews to examine whether and how the professional identity of international academics working at a UK HEI has changed as a result of their experience working there, the adjustments they have had to make to the culture and the challenges they have experienced. The paper also offers insight into the kind of support that international academics might have received to ease their transition into an unfamiliar environment. Moreover, this paper aims to examine whether, and to what extent, international academic cultures have been appreciated at a UK HEI and if, in fact, such appreciation has a sustained impact on academic culture at that particular UK HEI.

Sunday Onsite Presentation Session 5

Professional Training, Development & Concerns in Education

Session Chair: Billie Jane Hermosura

16:10-16:35

69271 | *Center for Transformational Educator Preparation Programs Improvement Coach Experiences and Innovative Ways to Dismantle the Educator Prep's Status Quo*
Patricia Lane, California State University Bakersfield, United States

In public school spaces, the preponderance of teachers in California are White (EdData, 2019). In fact, 61% of the approximate 307,400 California educators are White, representing a vast mismatch with the student demographics in the state (55% Hispanic, 23% White, 7% Black). For perspective, nationally, approximately 80% of public school teachers are White, and eighty-five percent of private school educators are white, 7 percent are Hispanic, and 3 percent are Black. The need for greater teacher diversity is apparent and the need for varied voices, perspectives, and experiences is evident. Beneath all of the foregoing information is a critical question that the California State University Educator Preparation Programs (CSU EPP) has to ask : How can we contribute to substantive changes in educator preparation and diversity? This oral presentation will focus on the experiences of an Improvement Coach for the California State University's Chancellor's Office Center for Transformational Educator Preparation Programs (CTEPP) and the innovative ways in which she utilizes improvement science to dismantle the status quo. Moreover, the presentation will facilitate discussion on the use of improvement science in order to guide the assigned teams through the process of creating the problem statement, what has been learned about the problem, the root cause analysis, drafting an aim statement, and the theory of improvement. Since the work is still in year one of two of the improvement coaching process, preliminary information on the coach's experiences will be presented as well as best practices to carry the work forward.

16:35-17:00

69300 | *Future Preschool Teachers' Perspectives on Integrating Music into the Teaching Activities*
Ligita Stramkale, University of Latvia, Latvia

This paper focuses on the positive effects of music on the development of children's musical and general abilities and the readiness of future preschool teachers to use music in different daily activities. The aim of the study was to determine the students' opinions about the importance of music in preschool education and the musical skills needed to integrate it into teaching activities. The study involved 194 (N=194) students. A descriptive cross-sectional study design was selected to characterize the situation. An online questionnaire was created on Google Drive and completed by eight groups of students in the period from March 2022 to November 2022. The study addressed three research questions: RQ1: At what level do students assess the importance of integrating music in preschool education? RQ2: What musical skills are required for a preschool teacher? RQ3: Which types of musical activities cause difficulties for students? Three research scales were defined in the study: the importance of music (a=.747), musical skills (a=840), and students' competence (a=.832). Cronbach's alpha, descriptive statistics, Student's t-test, and Kolmogorov-Smirnov Test were calculated to analyse the data obtained. The study determined that students rate all types of musical activity at a high level but prefer using speech games and movement exercises. The students acknowledge that a preschool teacher needs the ability to improvise and engage children in musical activities. Singing and actively listening to music cause the most difficulties. The results obtained in the study can be used to improve the musical competence of students.

17:00-17:25

69478 | *Inculcating Creativity: A Study on the Creative Ability of Educators in the Field of Design*
Chiranjeevi Reddy Gudimetla, National Institute of Fashion Technology, India

In higher education to meet the needs of the 21st century, creativity is one of the hallmarks, along with the development of character, ethical and constitutional values, intellectual curiosity, scientific temper, and spirit of service (NEP India, 2020). The inculcation of creative qualities and culture in any educational system mainly depends on the creative abilities and type of leadership of the educators (Kettler, et al., 2018; Hwang, 2017). The purpose of the study is to comprehend the range of creative aptitudes of teachers working in the area of design at Indian colleges and universities. A total of 149 participants including 49 male and 100 female educators were part of this descriptive quantitative study. Through a word cloud image, educators' collective personalities and important traits of creative individuals are pictorially compared. From the study it is derived that around 60% of educators are 'above average,' very few 2% are 'very creative,' and no one was 'exceptionally creative' in the creative ability scores. Design educators with more experience or middle designators (associate professors, senior faculty, senior lecturers) have higher creative ability scores. This study is useful to understand, realize and improve various aspects of creative ability in design educators. When designing curriculum, pedagogy, assignments, and evaluation criteria, the results of this study can be used to prioritize areas for improvement for inculcating creativity in educational setups.

17:25-17:50

68887 | *"We Don't Train How To Be Leaders and That's Been the Downfall of Our Profession": Leadership Development Through Dietetic Education*
Billie Jane Hermosura, University of Ottawa, Canada

Background: Leadership education includes individual development and learning from effective leaders. Evidence in the literature suggest education leaders and curriculum designers should revise health professions education to include a more explicit focus on leadership. In Canada there is a new competency domain related to dietetic leadership, however little is known about Canadian dietitians' leadership development. Method: To develop a foundational understanding of how leadership skills are currently taught in dietetic education in Canada, a documentary analysis of 13 Canadian dietetic programs and a focus group interview with dietetic educators was conducted as one phase of a doctoral study. The interview was recorded and transcribed verbatim. A data extraction tool was used to analyze the program documents and thematic analysis was conducted on the interview transcript. Results: Findings demonstrate that leadership development may not be explicit in dietetic education, but transferrable skills aligned with leadership emerged. The notion of self-leadership and participating in extracurricular activities were also emphasized in the focus group interview. The role of the educator is important in informing, designing, and delivering the program. In addition to their teaching roles, educators play a critical role in shaping learners' professional identity and career path. Conclusion: Leadership is important in dietetics and can be cultivated through dietetic education and further developed throughout dietetic practice. To best understand the context of leadership in dietetic education and practice, it is important to understand how it is currently taught in different programs as well as practicing dietitians' perspectives.

Notes

09:00-10:40 | Salle 269
Sunday Onsite Presentation Session 1
Education, Sustainability & Society: Social Justice, Development & Political Movements
Session Chair: Shelley Zion

09:00-09:25

71305 | *Critical Response – Cross-institutional Efforts to Increase Social Justice Education Post-George Floyd*
Stephanie Gandy, Inver Hills Community College and the University of Minnesota, United States

Following the 2020 murder of George Floyd, Minnesota colleges responded with developing a diversity, equity, inclusion (DEI) office and social justice education programming and curricula. As part of the University of Minnesota Inaugural Office for Diversity, Equity, and Inclusion, and the inaugural Social Justice Studies program at Inver Hills Community College (IHCC), Stephanie Gandy speaks to the response and effort to promote institutional change at a Research 1, land-grant institution as well as the community college from which murderer Derek Chauvin graduated. At the UMN, College of Liberal Arts, staff and faculty formed an ad hoc committee which aligned with the creation of a college-specific office to support the professional and personal development of inclusive practices, promotion of diversity, and interrogations and analysis of inequities. In 2021, the inaugural Office for Diversity, Equity, and Inclusion was formed. Since starting, key institutional programming, communications, partnerships, pedagogical developments were prioritized and implemented for the improvement and awareness of anti-racist frameworks and college concerns around exclusion. IHCC, part of the MN State School System, recognized the gaps in education related to social justice and the influence that a program could make on the college, and more specifically the criminal justice students at the college. The Social Justice Studies program was introduced in 2021 for students ranging from high school to associate's degree level.

09:25-09:50

68121 | *Restorative Practices in an American Public Charter School*
Elizabeth Brouwer-Wade, Summit Preparatory Charter High School, United States

In the midst of nationwide discussion and subsequent legislation regarding what should happen in American schools–from disingenuous debates regarding the place of Critical Race Theory, to the infamous "Don't Say Gay" bill–one thing has become abundantly clear: ensuring the emotional and physical safety of students in schools has become more important than ever. Restorative justice has the potential to address this significant need in our school communities. Based on the fundamental values of respect, dignity, and mutual concern for all members of the learning community, restorative justice principles present us an alternative to the punitive and carceral discipline many schools implement in the name of physical safety but at the cost of emotional safety and cohesive community. In this review of the literature, the impacts, benefits, and implementation challenges of restorative justice in education (RJE) are explored. Common findings are that the more dependable and caring student-adult relationships are, the more productive and beneficial RJE will be. Additionally, RJE is often not fully committed to, which undermines its overall effectiveness. In systems attempting to hybridize RJE and punishment, racial inequities are often replicated in the school environment. After a review of the literature I did classroom-based action research meant to build relationships late in the school year with students who were struggling emotionally and academically. This targeted relationship building resulted in strengthened trust and has implications for the centrality of relationship building in the future.

09:50-10:15

69250 | *'From the Ground Up' Action to Address Sexual Violence: Young Women at University Leading Social Change*
Naydene De Lange, Nelson Mandela University, South Africa

Sexual violence continues to plague women and children globally, also in South Africa. Much research on sexual violence is framed within a politics of power, patriarchy, culture, and tradition, with several policies and programs providing a framework for action. I, however, use the frame of 'educational research as social change', and draw on our ten year long visual and arts-based research engagement with a group of first year university women teacher education students (all currently in-service teachers) towards taking action to address sexual violence at university, contributing to transforming society. I respond to the questions: How might visual and arts-based research contribute to change in the participants and in the social sphere of a plague of sexual violence at a university? How might visual and arts-based educational research inform education of future generations to enable social justice towards addressing sexual violence? In this qualitative research, located within a critical paradigm using participatory visual methodology, we worked with 14 purposively selected first year university women teacher education students from rural areas in South Africa. In several workshop retreats we used drawing, photovoice, collage and participatory video to generate data with participants, which was analyzed by the participants and then by the researcher, using thematic analysis. From the rich data I offer three moments: their stories of understanding sexual violence; their shift in how they see themselves as women; and their activism at university and rural school contexts in addressing sexual violence. The research has implications for educational research, communities and society.

10:15-10:40

70461 | *Using the Master's Tools: The Politics of Pragmatism in Research for Social Justice*
Shelley Zion, Rowan University, United States

This is a paper about tensions and duality, navigating competing identities and interests in a system that is both resistant to change and self-perpetuating. It's about a journey to maintain a set of core beliefs, while being effective within institutions that do not value those beliefs. It's about creating spaces of safety and support, while troubling the notion of objective, valid, pragmatic action. It's about questioning our methods, communication, and relationships and the intersections of power within/across raced, gendered, aged, and institutional statuses. It's about being in our feelings as much as in our intellect, and in so doing, navigating liminal spaces within what counts as rigorous research. It's about finding the balance between working within the system and disrupting the system, about committing to a type of "visionary pragmatism" (Hill Collins, 1998). In this article, we explore the methodological choices and theoretical commitments of an interdisciplinary, multi-university team over 12 years of research on Transformative Student Voice. Through a bricolage approach to inquiry, we lift up the tensions between the desire to impact substantive change in school systems and the values we hold as researchers, to be critical and liberatory. In so doing, we find ourselves simultaneously encouraging and pushing against critical and pragmatic approaches. By explicating these tensions, we investigate and shed light on the ways in which seemingly pragmatic choices within research can serve to reinforce hegemonic ways of being in the academy and in schools.

10:55-12:10 | Salle 269
Sunday Onsite Presentation Session 2
Educational Policy, Leadership, Management & Administration
Session Chair: Elizabeth Childs

10:55-11:20

70072 | *First-Generation College Students: An Oppression-Based Framework of Affirmative Action Policy in the US*

Fednold Thelisdort, University of South Florida, United States
Amber Dumford, University of South Florida, United States
Guitele Rahill, University of South Florida, United States

Affirmative action policies in US post-secondary education have the potential and power to create a more just and fair American society by integrating and providing access to minority groups who have historically been oppressed and denied access to post-secondary education. However, this creation of a just and fair American society is possible only if there is a more convergence-type view toward the issue of race and gender equality in the country. This research aims to explore and analyze the oppression-based framework of affirmative action policies in US post-secondary education. One of the main critiques of affirmative action in US post-secondary education is that it does not seek to create equity in our public institutions but rather to compensate Black and Brown folks for past discriminatory behaviors, activities, and speech. Paradoxically, by implementing affirmative action policies in our public institutions, there is a risk and probability of engendering more discrimination towards folks who are not Black or Brown. The assumption is that an oppression-based framework of affirmative action could unify the nation to fight against the root cause of social, cultural, and economic injustices that minority groups have been subjected to for centuries in the US and across the world.

11:20-11:45

71382 | *Addressing the Root Causes: An In-depth Analysis of Uzbekistan's Approach to Resolving the Issue of Underqualified Preschool Teachers*

Munis Khusanova, University College London, Institute of Education, United Kingdom

The aim of this article is to evaluate one of the components of the "Promoting early childhood development" project introduced to improve the qualification and Early Childhood Development (ECD) knowledge of preschool teachers in Uzbekistan. The intervention aims to resolve the problem related to the inadequate qualifications of preschool teachers in Uzbekistan by implementing a revised in-service curriculum that will be utilized to provide a sequence of training sessions. The paper is divided into three parts: the first part describes the background of the context. In the second part, Theory of Change (ToC) framework and SWOT analysis are adopted to evaluate the intervention. The ToC comments on the design of the intervention which complements the exploration of strengths, weaknesses, opportunities, and threats of the project. The findings are presented upon these frameworks and arguments are justified with evidence from other research papers. The critical analysis of the intervention explores an array of benefits, which brings positive change to the preschool teachers' pedagogical competencies and improves their understanding of ECD. Along with it, the demerits of the intervention are identified, and it requires immediate mitigation. The article finishes by recapping the main points followed by the author's recommendation to resolve the shortage of preschool teachers in Uzbekistan.

11:45-12:10

69279 | *Design Principles for K-12 Online Learning: Exploring the Changing Nature of Work of K-12 Educators in British Columbia*

Elizabeth Childs, Royal Roads University, Canada
Susan Crichton, University of British Columbia - Okanagan, Canada
Lisa Gedak, Kwantlen Polytechnique, Canada

During the COVID-19 pandemic emergency remote learning was employed in Canada in a variety of ways by K-12 educators (Barbour, M.K., et al., 2020). In support of the work conducted by the Ministry of Education Quality Assurance in Online Learning panel, the Canadian eLearning Network began engaging educators in facilitated conversations about teaching in online learning environments. The purpose was to gain an understanding of the lived experiences of online educators and those who came to online education during the COVID-19 pandemic. In March 2021 CANeLearn published the report Design Principles for Online Learning: BC Study (Crichton & Kinsel, 2021) which shared findings from this study. In November 2021, a National Validation Study was conducted to assess the efficacy of the initial Design Principles for K-12 Online Learning in the broader Canadian context. Phase 3 of this research launched in November 2022 with a focus on understanding how design principles for K-12 online learning can support the: (1) development of provincial government policy regarding online learning and the work environment of K-12 educators; (2) creation and adoption of a provincial teacher qualification services framework and a set of design principles requirements for teacher certification to support the shift to mainstream online learning in K-12; (3), capacity building of K-12 educators as they create and scaffold their professional learning in a way that supports their changing work setting. This presentation will share the participatory design process used as well as initial findings emerging from Phase 3 of this research.

13:10-14:25 | Salle 269
Sunday Onsite Presentation Session 3
Higher Education
Session Chair: Grant Black

13:10-13:35

71342 | *Factors Influencing Faculty Willingness to Engage in Academic Service-Learning Approach with Businesses for Graduates Employability Skills Development: Benin Perspectives*

Utz Dornberger, International SEPT Competence Center, Leipzig University, Germany
Hermine. C. Sossouhounto, International SEPT Competence Center, Leipzig University, Germany

Graduates from all over the world face a labour market completely transformed by dynamic changes. Indeed, employers nowadays are hiring employees with employability skills, thus forcing universities to produce graduates who ideally respond to their needs. Faced with this pressure, universities are required to engage with businesses to develop teaching methods that foster employability skills. Several scholars view academic service learning as the required pedagogy for universities to achieve such an objective. Whilst service-learning implementation is known with public institutions and non-governmental organizations, little research has been done on its application with businesses. Therefore, this study seeks to investigate the factors that influence faculty willingness to engage in such an approach with community-based businesses in African context, especially in Benin Republic. This study adopts a sequential mixed method. A focus group discussion was conducted with ten faculty and the results were extended with a quantitative method. Findings indicate that faculty competencies in service learning, and resources support positively influence the willingness of faculty to implement such an approach while organizational support and business engagement show a negative effect.

13:35-14:00

71298 | *We Have Unrealistic Beliefs Until We Deconstruct Our Thinking: The Relationship Between Reflection and Epistemological Beliefs in Teacher Education Programs*

Paula Queirós, University of Porto, Portugal
Margarida Barros, University of Porto, Portugal
Isabel Mesquita, University of Porto, Portugal

Preservice teachers (PTs) can develop a deeper understanding of their epistemological beliefs (EB) when enrolled in a curriculum that provides opportunities for reflection. Therefore, this study investigated the relationship between PTs' reflection practices and their EB during the first year of a Teacher Education Program in Physical Education in Basic and Secondary Education.
 Eleven PTs were intentionally chosen for this study. The data collection took place between 2021 and 2022 using three focus group moments, participant observation, and document analysis. Data analysis was carried out through the procedure presented by Charmaz (2006) based on theoretical and deep coding, where emerging themes were identified. The study has shown that individual and group reflection moments guided PTs in acknowledging their EB. Additionally, these reflective practices led PTs to understand learning as changeable, evolutionary, and achieved through interacting their ideas with others and with the context. These findings suggest a synergy between reflection and EB sophistication. Since EB assume a relevant position in PTs' techniques and teaching methods, exploring and developing them can benefit learning environments. Understanding reflection as a tool to develop more sophisticated EB can contribute to teacher educators' knowledge, curricular reconfiguration, and teacher training policies.

14:00-14:25

69882 | *7 Key Findings from the Case Study "Education Reform Policy at a Japanese Super Global University"*

Grant Black, Chuo University, Japan

Education Reform Policy at a Japanese Super Global University: Policy Translation, Migration, Mutation" is a recent critical realism-based case study. This presentation will highlight 7 key findings in the monograph, explain their significance, and discuss implications for further analysis. As an interdisciplinary case study, the monograph addresses issues in Higher Education, academic management, policy translation and labour market studies. The author was embedded in the management operations of a Japanese national university. Using fieldwork notes, the case study is a form of ethnographic observation of operations and management practices at the university. The critical realist approach to case study research seeks to uncover the mechanisms for why things operate as they do. The result of the monograph is a telling case for globalizing-focused education reform policy in Japan. The seven core findings are as follows: 1. Groupist civil-servant type vs individual corporate type management styles; 2. Output vs outcome in processes and operations; 3. Elysian we-I drift in social development; 4. Factionalised operations; 5. Maintain the past, protect the village as stance toward change management; 6. Funding the crowd – dispersed and diminished resources; and 7. Latent institutional strengths that characterize the functions and achievements of the university.

Sunday Onsite Presentation Session 4

Educational Policy, Leadership, Management & Administration

Session Chair: Evelina Atanassova

14:40-15:05

66608 | *Principal Entrepreneurial Leadership: Appropriating the Public-Private Partnership (ePPP) in Education amid an Education Crisis*
Peter Romerosa, Arellano University, Philippines
Ferdinand Lacuata, Arellano University, Philippines
Maria Teresa Rivera, Arellano University, Philippines

From western developed regions, ePPP has been extended to developing countries, promoting to address issues on equity and quality in education. Specifically, the Philippine government outsourced the private schools to implement the Senior High School Program under the K-12 educational reform in 2013. The said educational arrangement highlights the exercise of entrepreneurial leadership by deploying market-oriented strategies in attracting students from public schools to enroll in private schools. However, the pandemic caused financial losses, resulting in bankruptcy and a drastic enrollment decrease among private schools, especially during its first year. Against this backdrop, using a case study, this research examines how principal entrepreneurial leadership manifests in appropriating ePPP amid a crisis. The results reveal that entrepreneurial leadership involves a sense of urgency or understanding the external environment, such as health crises, government policies, market competition, and the internal environment, including institutional resources and administrative support. Such an understanding of the problem has resulted in their local notion of copy-the-correct-answer strategies or shared practical and relevant marketing strategies to meet the enrollment quota. Moreover, certain social conditions mediate educational leadership, such as the pandemic affecting the market, social media management, teachers' interpretation of marketing strategies, and government financial institutions. The research concludes that entrepreneurial leadership was exercised by undertaking marketing activities to meet enrollment and maximize profit at the macro level. However, at the micro level, marketing strategies are construed as quality service, demonstrating competence and empathy in teaching. Within this context, entrepreneurial leadership inextricably links to instructional leadership. Thus, the research recommends a balance of entrepreneurial leadership and instructional leadership to reframe ePPP during an emergency crisis.

15:05-15:30

71039 | *Exploring Dimensions of Entrepreneurship Education as Determinants of Entrepreneurial Readiness on Exit Level Students at Selected TVET Colleges in a Developing Context*
Adeshina Adeniyi, University of Mohammed Vi Polytechnic, Morocco
Vangeli Gamede, University of KwaZulu-Natal, South Africa
Evelyn Derera, University of KwaZulu-Natal, South Africa

Entrepreneurship education has continued to gain more global attention due to its pivotal role in the acquisition of entrepreneurial skills for economic advancement. The importance of entrepreneurship education has led to discovering its different dimensions. This study aims to examine the link between dimensions of entrepreneurship education and students' entrepreneurial readiness towards starting a business. The results should assist academics and policymakers on education to identify essential entrepreneurial skills that can stimulate entrepreneurial readiness towards business creation. A case study design was adopted to investigate the exit level students at selected TVET colleges in Lagos, Nigeria. A convenience sampling technique was used to select three TVET colleges in Lagos State, Nigeria. Taro's equation model was helpful in the determination of 301 students as the sample size. Descriptive and inferential statistics such as Pearson correlation coefficient, regression model, and factor analysis were applied in the presentation of data, data analysis, and test of hypotheses. The results indicate that business management skills and personal entrepreneurial skills significantly influence students' entrepreneurial readiness. However, technical entrepreneurial skills showed an insignificant association with students' entrepreneurial readiness. A significant gender difference was found between male and female students' entrepreneurial readiness. This study empirically proved that entrepreneurship education remains the catalyst for the acquisition of entrepreneurial skills towards business creation. This finding further indicates that the insignificant influence of technical entrepreneurial skills, and gender difference in male and female students' entrepreneurial readiness call for the need to practically address the components of the skill sets in the curriculum of entrepreneurship education.

15:30-15:55

71038 | *How to Bridge the Gap Between Higher Education and Industry With Agility: Lessons from the Big Techs*
Evelina Atanassova, University of Massachusetts Global, United States

Academia is often criticized for lagging behind the industry needs of knowledge, skills, and competencies. Heavy administration, slow hierarchical decision-making, rigorous accreditation processes, and time-consuming research publication process are just a few of the discussed reasons that describe the inability of higher education institutions to adapt to the fast-paced changes the industry is going through. As more and more alternatives to traditional college degree emerge, such as boot camps, professional certificates, apprenticeships, and vocational trainings, the question on how to increase adaptability becomes a priority agenda item for universities. The purpose of this paper is to research agile organizations and propose strategies for universities to adopt agility in order to increase their change capacity and relevancy to industry as well as their attractiveness to prospect students. The focus of the research are the Big Techs companies, which introduced the agile business model and continue to experiment with it. Agile organizations are built on the idea of collaborative networks of self-managed teams, united by strategic focus on customers, and characterized with expertise and decision-making power that allows them to quickly identify and address challenges and opportunities. Based on the identified agile practices, two specific propositions for academia will be discussed. The first one relates to structure and explores ways in which faculty can be organized in small autonomous teams dedicated to specific areas of student experience and service. The second will inquire into speeding academic decision-making and change implementation related to curricula development and upgrade as well as to instructional methods.

16:10-17:50 | Salle 269
Sunday Onsite Presentation Session 5
Education, Sustainability & Society: Social Justice, Development & Political Movements
Session Chair: Véronique Paul

16:10-16:35

69273 | *Civic Education Against the Theocratic Ideology of Iran: The Kurdish Women's Experience of Making Democracy in Iranian Kurdistan (Rojhelat)*
Rahim Hajiagha, Iranian Studies School, Poland

The autocratic regimes usually intent to create obedient objects through ideological education. Against these efforts, the citizens representing local ethnic communities and discriminated identities try to resist against ideological teaching. Civic education is therefore a sensitive topic because it affects people's values, commitments, ethics, and practices. After the 1979 revolution in Iran and after the establishment of the theocratic state, the new authorities focused on inculcating religious doctrines based on Shia-Iranian culture, death-centred imagination, linguistic and ethnic assimilation, and anti-feminist narratives. Against these forms of authority by establishing alternative forms of civic education, the Kurdish women criticized both the ideological standpoints of the state and the Kurdish patriarchal society. Regarding the new situation, the civic education undertaken by women includes: conducting research about vulnerable issues, providing education about women rights (even though limited), and dealing with domestic violence and traumatic emotions often with the help of art, basic medical assistance and ecological education. I argue that Kurdish women activists, through civic education, collective actions (i.e. establishing NGOs and networks) and individual everyday practices resist state oppression in a three-stage process: 1) defining problems, 2) criticizing the state ideology, and 3) searching for solutions through careful planning. It puts forward questions regarding the roots of Kurdish women's activism and resistance as well as analyses the imaginaries and values they stand for against the Iranian theocratic education.

16:35-17:00

68471 | *Community Engagement Process and the Sustainability of Developmental Projects/Programs in Communities of Sub-sharan Africa*
Amidu Babatunde Eesuola, University of Ibadan, Nigeria
Bilikisu Abayomi Eesuola, University of Ibadan, Nigeria
Ephraim Olumide Olajide, University of Ibadan, Nigeria

Community engagement is widely recognised as an essential factor for the success and sustainability of developmental projects. In recent years, there has been a growing interest in exploring and understanding the dynamics of community engagement in the development process. The presentation aims to provide insights into how community engagement can be leveraged as a catalyst for sustainable development and recommend for stakeholders involved in the design and implementation of developmental projects. It will explore the different forms of community engagement, benefits of community engagement, and challenges associated with community engagement in developmental projects. The presentation will highlight importance of community participation in the planning, implementation, and evaluation of development projects. It will explore various forms of community engagement, including consultation, participation, and collaboration. It will highlight benefits of community engagement, such as increased project ownership, improved project design, enhanced community trust, and strengthened project outcomes. However, community engagement also presents challenges, including power dynamics, conflicting priorities, and resource constraints. The paper will discuss these challenges and offer strategies to overcome them, such as building trust, addressing power imbalances, and developing effective communication strategies. The presentation will discuss how community engagement can contribute to the achievement of Sustainable Development Goals (SDGs). Community engagement can help to ensure that development projects align with the SDGs and contribute to their achievement. In conclusion, the paper will offer recommendations to stakeholders for sustaining community engagement efforts over the long term, such as developing local leadership capacity and providing ongoing training and support

17:00-17:25

69252 | *"Beautiful Patterns" MIT and Tec de Monterrey Program: Five Years of Bridging the Gender Gap in STEM in Mexico*
Juan Manuel Campos Sandoval, Tecnologico de Monterrey, Mexico
Leticia Almaguer Flores, Tecnologico de Monterrey, Mexico

In this article we present an analysis of the impact of the first 5 years of the Beautiful Patterns educational program, an initiative designed and implemented between the Tecnológico de Monterrey and MIT, whose objective is to encourage young K12 female students, mostly from high school, to choose in the future university careers in STEM. Even if this bootcamp was originally designed to be carried out in the main cities of Mexico, during the pandemic years, the virtual modality allowed it to be expanded to several Latin American countries. The support of some governments and local educational authorities, as well as the participation of several companies, have been an important factor in the success of Beautiful Patterns. The program has achieved several recognitions, among others, the GEDC Diversity Award 2021 by the Global Engineering Deans Council in association with Siemens company. The number of female participants exceeds 3,500 until the 2022 edition. Although the impact of this bootcamp may be difficult to calculate numerically in the short term, our follow-up confirms that it increases the chances that a participating student initially not interested in STEM areas will end up choosing a STEM or IT college major by about 14.7%. Around 87% of the participants, on average, affirmed that they had a different perception of STEM and especially IT at the end of the bootcamp. The program is an example of successful educational collaboration between countries. The authors have been national and international organizers of Beautiful Patterns during these 5 years.

17:25-17:50

69205 | *Establishing the School Institution in the Inuit communities of Ivujivik and Puvirnituq, in Nunavik, Canada: A Movement for Local Empowerment*
Véronique Paul, Université du Québec en Abitibi-Témiscamingue, Canada
Elisapi Uitangak, Kativik Ilisarniliriniq, Canada
Siaja Mangiuk, Kativik Ilisarniliriniq, Canada
Virginie D. de la Chevrotière, Université du Québec en Abitibi-Témiscamingue, Canada

In Nunavik region, Canada, the Inuit had the obligation to change from a traditional lifestyle to one involving compulsory school attendance for their children. This drastic modification to their way of life took place in a few recent decades. In this northern region, the school is still an institution that local population is working to take ownership on. In the 1980s, Inuit leaders from Puvirnituq and Ivujivik communities developed a school project in which all community members were involved. Today, more than forty years later, when the project participants talk about this period with nostalgia, young teachers wonder about their past and search for ways to transmit it to the youth. Their interrogations invite to uncover the history of the implementation of the educational institutions in these Inuit communities. A doctoral collaborative research about the history of education in the two communities where the school project was developed has been conducted. The thesis goals was to understand the circumstances and identify the main contextual factors that helped to create and develop the educational project by examining the strategies used to resist to an outsider-designed school institution. It brings to light the work carried out by the Inuit of these communities between 1950 and 1990. The purpose of the communication is to present the research context, methodology, and conclusions of this historiographical research about education development in Inuit context.

Notes

Sunday Onite Presentation Session 1

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Paulo Dias

09:25-09:50

71302 | *Documenting the Effectiveness of a Storyteller/Researcher in Achieving Presence in Immersive Environments*
Timi O'Neill, University of Wales Trinity Saint David, United Kingdom

The purpose of this study was to investigate the impact of storytelling on achieving participant immersion in immersive environments. Given that immersive technology blurs the boundary between physical and virtual worlds (Lee, Shan, & Chen, 2013)., this study aimed to examine whether the presence and interactivity of a researcher as a storyteller would facilitate the participants' journey successfully between the real and immersive states. To achieve this, a case study was conducted involving two groups of 5 participants who were immersed in a virtual room to experience the protests of the Yellow Vests Protests in Paris. One group was accompanied by a storyteller/researcher who guided them through the experience and narrated a scenario to them to remember in the immersed space. The participants were given roles such as undercover police or journalist. Eye tracking technology and video that were employed to record and document data revealed that the 'characters' reacted very differently to the space. Early results have shown that the experimental group who experienced the immersive environment with a storyteller/researcher reported a higher level of immersion compared to the control group. These findings could have significant implications for the design of educational immersive environments. By incorporating a storyteller/researcher, educational designers could create more engaging and memorable experiences that enhance learning outcomes. The research suggests that to accompany participants into the immersive world and narrating a story helps reduce the perceived presence of technological attributes. (Mütterlein, 2018).

09:50-10:15

71016 | *Sussam: A Learning Assignment Management Platform – Its Development and Efficacy*
Jihwa Noh, Pusan National University, South Korea
Nan Huh, Kyonggi University, South Korea
Ho Kyoung Ko, Ajou University, South Korea

Sussam (an abbreviated form of "Math Teacher" in Korean) is a learning assignment management platform for teachers and students in Middle School. This platform is designed for teachers to easily assign students math problems from textbooks, existing item banks, or items they have developed on their own. Teachers can search and select problems suitable for what they need- learning goals, competencies, free response problems, multiple-choice problems, etc. Teachers can also create worksheets by selecting problems themselves or having Sussam do the work for them. Sussam continually assesses students as they solve math problems and provide immediate feedback. Students' work on problems are captured so that teachers and students can see at a later time to find out how problems were solved and where mistakes were made. The computer-generated reports provide teachers with information about question difficulty and the most commonly submitted wrong answers as well as who completed assignments and who did not. This will allow teachers to make real-time adjustments to their instruction and initiate class discussions around the completed assignments. Sussam reveals necessary areas for attention as a whole class and students' individual needs for more engagement and learning. Sussam is delivered as a web version for teacher use and an Android application for student use. More detail in the development and effectiveness of Sussam will be presented.

10:15-10:40

71375 | *Hello – An Intelligent System for Middle School Students' School Failure Prevention*
Ana Costa, Universidade Católica Portuguesa, Portugal
Raquel Azevedo, CODEVISION, Portugal
Ângela Azevedo, Universidade Católica Portuguesa, Portugal
Íris Oliveira, Universidade Católica Portuguesa, Portugal
Armanda Gonçalves, Universidade Católica Portuguesa, Portugal
Paulo Dias, Universidade Católica Portuguesa, Portugal

School failure is a major concern of public policies and of internationals stakeholders, particularly the educational agents. In fact, when students fail at school it can have long-term consequences not only at academic success, social and emotional well-being and future careers. Therefore, it is crucial to address this issue and provide students with the support they need to succeed and current scientific and technological developments have provided new opportunities and resources for educational innovation. However, there is a clear lack of digital-based interventions for school failure. To address this challenge, we developed an intelligent system for middle school students' school failure prevention. The Hello platform consists of two stages: a detection module and an intervention module. The detection module collects data from various sources and uses machine learning algorithms identify four risk profiles of school failure. Based on the individual results, that are shared with the students, their head teacher, and their legal guardians, an intervention module, consisting of a chatbot, interacts with the student proposing different activities according to their risk level. The main potentialities of this platform are the early risk level screening and the tailored activities according to the students' educational needs. Also, benefits educational agents by proving timely and relevant information and practical cues for monitoring student's educational pathway. The main challenges are the constraints of the development of the educational activities (e.g., playful, engaging, suitable to the students' interactions). Future implications of the use of digital interventions to reduce school failure will be discussed.

Sunday Onsite Presentation Session 2

Educational Research, Development & Publishing

Session Chair: Daphnée Perron-Cordero

10:55-11:20

68923 | *The Development of Instructional Design Using Animation in the Elementary Teacher Education Program of Universitas Terbuka*

Astri Dwi Jayanti Suhandoko, Universitas Terbuka (Open University), Indonesia
Della Raymena Jovanka, Universitas Terbuka, Indonesia
Monika Handayani, Universitas Terbuka, Indonesia

Professional Capability Consolidation (PKP/microteaching), the centerpiece of Elementary Teacher Education at the Universitas Terbuka (Open University), is a specific concern for both lecturers and students. In addition to replacing the thesis, PKP involves students making a written report on their action research and participating in action research. A lack of student knowledge regarding implementing procedures has resulted in some students failing to compile quality reports due to the long practice stages. Using the R&D method with the ADDIE model, the study develops a prototype of the PKP course to solve the subsequent problems: (1) creating a course implementation animation video, (2) creating a method for conducting Action Research, (3) creating a method for documenting report writing procedures, and (4) creating a method for an instructional video of student supervisions. Students were informed about the FGD method after reviewing the videos produced by multimedia experts. Using the results of this preliminary research, students taking PKP courses in the current semester are considered suitable to test these videos. Research improvements can be based on expert validation and student focus groups in the previous stage before implementing follow-up trials.

11:20-11:45

69110 | *Publish or Pòmiè! Writing for Publication in Chinese Universities*

Xiajing Chen, Queen's University Belfast, United Kingdom

This paper is based on early phase data collection for a doctoral study which examines how Chinese academics are experiencing shifts in their research writing, including how they are responding to performance mandates, (a lack of) institutional support, competitive culture, and varying forms of research evaluation. Utilising a social practice approach to literacy, alongside a sociomaterial perspective to research writing, the study uses a cross-disciplinary sample of academics within arts, humanities & social science departments at 'Double First-Class' (i.e. research oriented) Chinese universities. I explore how early-career academics in China negotiate their research writing requirements across multilingual and geopolitical contexts while at the same time making transitions from doctoral writing to research productivity. I investigate the tools and resources these academics draw upon, and how academic success, prestige, and internationalism are conceptualised. Preliminary findings highlight that Chinese scholars must now incorporate new literacy practices in order to contend with diverse and conflicting demands on their time, abilities, and allegiances. Findings also have implications for the topic of anglophone publishing regimes and how academics working outside the anglophone centre are driven to write in anglophone venues because their career trajectory is closely tied to English-medium publishing; however, such a circumstance leads to a high-pressure double-bind of 'local' as well as 'international' research impact. I therefore use the Mandarin term 'pòmiè' (破灭) to describe the predicament of the participants: To be either 'broken' from over work, or 'annihilated' and forced out of work.

11:45-12:10

69206 | *Sharing Scientific Knowledge within Inuit Communities of Nunavik, Canada*

Véronique Paul, Université du Québec en Abitibi-Témiscamingue, Canada
Passa Mangiuk, Université du Québec en Abitibi-Témiscamingue, Canada
Elisapie Lamoureux, Université du Québec en Abitibi-Témiscamingue, Canada
Daphnée Perron-Cordero, Université du Québec en Abitibi-Témiscamingue, Canada

In Nunavik, Canada, territories of the Inuit, lots of researches had been carried out by researchers who know little about the territory and its inhabitants, and who leave with the results of their work without sharing them with the population concerned. But even the most involved researchers face difficulties in the transmission of their results. Today, research in indigenous context should proceed according to establish protocols, however, it is clear that communities often do not benefit from the knowledge produced. A collaborative project led by Tukisivallirutitsanut Parnaitiit (TP) organism and University of Québec in Abitbi-Témiscamingue (UQAT) is aiming to implement new strategies for publishing research results to make them accessible to all communities while respecting their language and culture. The project began with a research about the history of education in two Nunavik communities that has been conducted by a doctoral student, with the collaboration of Inuit teachers. The thesis is the result, among other things, of interviews done with front-line actors or witnesses of the institutionalization of education in North. The actions to share the research results with the Inuit is currently underway. The research team will produce educational booklets and video clips that will allow young people to learn about their history and culture. The educational trajectory taken by the communities of Ivujivik and Puvirnituq can help to reflect on the methods, actions and tools to improve Inuit education. This presentation will describe this project process of realisation according to dissemination of results in an Indigenous context.

Notes

14:40-15:55 | Salle 203
Sunday Onsite Presentation Session 4
Primary & Secondary Education
Session Chair: May Olaug Horverak

14:40-15:05

69347 | *Uncovering Reading Interests – A Croatian Example*
Jasna Bićanić, University of Rijeka, Croatia
Iva Močibob, Elementary School Trsat, Croatia

Studies of reading interests in Croatia (e.g. Pilaš 199; Visinko 2005; Gabelica, Težak, 2019) typically rely on general questions such as "Name the titles of literary works you most liked." or "Write the names of children's authors you are most interested in", where all answers are interpreted as one category – student's reading interests. Bićanić and Močibob (in print) investigated reading interest indirectly and found that participants list works that can more precisely be categorized as 1) current reading interests; 2) childhood reading interests; 3) interest in reading material besides one's reading interests; 4) favourite work. The aim of this study (January/February 2023) is to develop a more precise methodology for investigating reading interests. Participants (N=150) from three elementary schools, grades 5 through 8, will be divided in two groups according to their age. In the first phase, reading interests will be elicited through general questions and measurements (group A: "liking"; group B: "interest"). The second phase will involve 4 precise questions that follow the 4 categories of reading interests recognized by Bićanić and Močibob (in print). Comparing responses from these two phases will give a better insight into the aspects of reading interests measured by general questions. It is expected that responses related to "liking" will correspond to responses in categories 2 and 4, whereas responses related to "attention" will correspond to responses in categories 1 and 3. Additionally, these results will allow for a more precise planning of activities that stimulate reading motivation, especially in the school environment.

15:05-15:30

70861 | *Are Secondary Schools in Kenya the Epitome of Education Injustices?*
Emmanuel Manyasa, Usawa Agenda, Kenya

Education has both instrumentalist and utilitarian values. This requires a school to be not just a learning space, but a nurturing one too. In the context of SDG 4 and Article 26 of the 1948 United Nations Universal Declaration of Human Rights that proclaims the right of all persons to education, as well as Articles 28 & 29 of the Convention on the Rights of the Child and Articles 43 (1) (f) and 53 (1) (b), of Kenya's Constitution, which obligate the state to guarantee this right, one question arises: are our schools delivering this promise? While the response may differ depending on who you ask, the data from Usawa Agenda's recent survey of Kenya's secondary schools tells a clear story of a school system serving a few and hurting many. Drawing from the data, this paper argues that the categorisation of the country's secondary schools and the resultant financing and staffing policies, epitomises education injustices with great potential to undermine social justice nationally. It recommends policy and programmatic changes to arrest the situation that can potentially reproduce itself in multiple other sectors of the economy and society.

15:30-15:55

68746 | *Facilitating and Measuring Health Promotion in the Learning Environment – Student Engagement and Inclusion in School*
May Olaug Horverak, Birkenes Learning Centre, Norway
Gerd Martina Langeland, Lillesand Upper Secondary School, Norway

The last years, surveys in Norway have shown an increase in mental health problems and socio-emotional challenges among youths. To deal with these challenges, health promoting programmes have been implemented, among others a project called SAMM -A systematic approach to mastering life – the fivestep motivation method. This study presents findings from a secondary school, where the SAMM-approach has been applied in student council work to increase student participation. The student representatives have led processes in their classes to create an inclusive learning environment by asking the following five questions: 1) What is important for us as a group to be okay in school? 2) What are we as a group good at? 3) Is something difficult for us as a group? 4) What do we need to focus on? and 5) How can we work with this? To investigate whether the students experience the learning environment to be health promoting, a questionnaire has been developed based on Antonovksy's health promoting theory. Preliminary findings (n=267) reveal that the majority report giving (76 %) and receiving (79 %) trust, showing (97 %) and being shown (81 %) respect, and giving (93 %) and receiving (72 %) acknowledgement, in the learning environment. Other important aspects of health promotion are mastery and participation, and only 62 % report mastering exercises in school and 42 % that they get to participate in decision-making. In order to create a health promoting learning environment, it seems like changes are needed beyond what students themselves can change.

16:10-17:50 | Salle 203
Sunday Onsite Presentation Session 5
Design, Implementation & Assessment of Innovative Technologies in Education
Session Chair: Marcela Georgina Gomez Zermeño

16:10-16:35

70567 | *A Qualitative Evaluation of an AI-supported Quiz Application to Assess Learning Progress*

Betiel Woldai, University of Applied Science Ansbach, Germany
Sophie Henne, University of Applied Science Ansbach, Germany
Mascha-Lea Fersch, University of Applied Science Ansbach, Germany
Sudarshan Kamath Barkur, University of Applied Science Ansbach, Germany
Sigurd Schacht, University of Applied Science Ansbach, Germany

In a current research project at the Ansbach University of Applied Science, an AI-based quiz function was created to serve as a voluntary student-oriented support offer to determine their learning progress in their respective courses by means of conducting self-assessment quizzes. The application takes lecture scripts as input and applies a question generation model to create questions that students can answer. In order to evaluate the given answers, another language model is involved to perform Natural Language Inference (NLI). Users can engage with the system via a graphical user interface currently provided via a web app. To assess preliminary feasibility and perception of the model prototype, a qualitative focus group discussion following a semi-structured interview guideline prepared by the research team according to similar studies in the education field (Sek et al. 2012) was conducted with five participants. A transcript of the discussion was prepared and analyzed using the qualitative content analysis method according to Kuckartz. Overall, the quiz function was well received by the participants of the focus group. However, the prototype still has potential when it comes to generating meaningful questions and transparently assigning categories to the given answers. Furthermore, the quiz parameters should be individually adjustable by users. In the following paper, the development of the service is illustrated by outlining the considerations for the application design and the training procedure of the language models. Afterwards, the design of the qualitative focus group is described including the presentation of the results.

16:35-17:00

69704 | *The Development and Evaluation of an Artificial Intelligence (A.I.) Tutor for a Java Programming Class*

Brian Butka, Embry-Riddle Aeronautical University, United States
Casey Elder, Embry-Riddle Aeronautical University, United States
Alessia Tripaldelli, Embry-Riddle Aeronautical University, United States

The advent of Artificial Intelligence has brought about numerous opportunities for innovation in the field of education. One such tool is ChatGPT, a conversational AI model, which can aid students in their learning process and enhance their Java programming skills. This study aims to evaluate the effectiveness of ChatGPT in helping students with Object Oriented Java programming tasks. The research was conducted by having three students work on two midterm projects of the class using ChatGPT as a supplementary tool. The students' performance was independently assessed and they were interviewed about their experience using ChatGPT. The results of the study reveal that ChatGPT has the potential to play a valuable role in reinforcing teaching techniques and improving students' understanding. ChatGPT's features, such as code readability assessment, grading based on a pre-defined rubric, quality check of comments, and debugging, can provide students with immediate feedback and help them make necessary improvements. Moreover, ChatGPT's conversational form of interaction allows students to explore topics in depth and understand complex concepts more easily. In today's rapidly advancing technological world, it is imperative that education keeps pace. This study highlights the importance of adapting to technological advancements in education and teaching methods and provides valuable insights into the effectiveness of using AI as a teaching tool. The growing use of AI in language modeling has increased the interest in this field of research, and this study contributes to the body of knowledge by demonstrating the potential of ChatGPT as an AI tutor for programming tasks.

17:00-17:25

67829 | *Artificial Intelligence Voice Chatbots for Improving the Speaking Performance of EFL Students in the Vietnamese Tertiary Context*

Suksan Suppasetseree, Suranaree University of Technology , Thailand
Tam Duong Vo Thanh, Suranaree University of Technology, Thailand

English speaking is one of the most crucial skills which brings many advantages to EFL students. However, it is very difficult for EFL students to successfully perform English speaking in terms of accuracy, fluency, and interaction due to the students' insufficient English proficiency, their lack of exposure to the English-speaking environment, and their unwillingness to speak. While artificial intelligence (AI) technologies are recommended to be effective tools in foreign language education as they can provide flexible, interactive, and learner-center learning environments in EFL contexts, which enhances students' interaction and oral communication, little has known about the use of AI voice chatbots to improve EFL students' English-speaking performance. Therefore, this present study aims at investigating the effects of AI voice chatbots on the speaking performance of EFL students in the Vietnamese tertiary context and exploring what AI voice chatbots can do to help improve their English-speaking performance. There were 30 non-English major undergraduate students participating in the study. All students took pre-and post-speaking tests before and after the experiment. The students were requested to further answer the questionnaire and attend a semi-structured interview. It is expected that the results of the study reveal significant differences between the pre-and post-speaking tests and positive opinions after the students use the AI voice chatbots for improving English speaking performance. Based on the findings, some pedagogical implications and recommendations for future research will be suggested for improving the English-speaking performance of EFL students.

17:25-17:50

69662 | *IIIEPE – A Laboratory for the Development of STEM Teaching Competencies Through Computational Thinking and Artificial Intelligence*

Marcela Georgina Gómez-Zermeño, Innovation and Graduate Studies for Education of the State of Nuevo León, Mexico
Lorena Yadira Alemán de la Garza, Innovation and Graduate Studies for Education of the State of Nuevo León, Mexico

This paper presents a strategy for teacher empowerment in computational thinking based on an educational innovation laboratory that promotes, through Scratch programming, the teaching of artificial intelligence (AI) to young students of public elementary schools in the State of Nuevo León in Mexico. Computational thinking is a core competency for teaching artificial intelligence (AI) in primary education, and underlines the importance of integrating strategies into teacher education and training programs. According to the recommendations of the Beijing Consensus, AI has the capacity to meet the challenges of developing innovative practices that contribute to the achievement of Sustainable Development Goal (SDG) 4, that already started to alter the traditional foundations of teaching and learning, raising profound questions related to teacher development. Within this context, the Institute of Research, Innovation and Graduate Studies for Education of the State of Nuevo León in Mexico (IIIEPE), designed the laboratory "Yancuic Miztli" (new lion in Nahuatl), a laboratory of educational innovation for teacher training through didactic strategies that promote the active learning of artificial intelligence in primary education. IIIEPE's mission is to improve practices through teacher development, with a focus on educational innovation. The laboratory is based on the collaborative work of IIIEPE researchers with the research group of the multidisciplinary project IE-CARE, supported by the French National Research Agency (ANR). It's focused on the design, implementation and evaluation of pedagogical scenarios and digital educational resources, to promote in teachers and young students, the development of STEM teaching competencies through computational thinking and artificial intelligence.

Notes

09:00-10:40 | Salle 103
Sunday Onsite Presentation Session 1
Design, Implementation & Assessment of Innovative Technologies in Education
Session Chair: Alicia Fernanda Galindo Manrique

09:00-09:25

69667 | *Can Artificial Intelligence Be Used as a Tutor to Improve Student Performance in a Technical Writing Class?*
Brian Butka, Embry-Riddle Aeronautical University, United States
Samuel Horine, Embry-Riddle Aeronautical University, United States
George Pozek, Embry-Riddle Aeronautical University, United States

The utilization of artificial intelligence in language modeling has seen a significant rise in recent years, particularly in the area of text generation. One of the most prominent models in this field is ChatGPT3. This study aims to assess ChatGPT's ability to write college-level technical reports and provide feedback on student-written resumes and cover letters. Two technical report writing projects were assigned to ChatGPT to evaluate its ability to generate a concept, write introduction, body, and conclusion paragraphs. The quality of the each component and final product was evaluated using the instructor's grading rubrics. Additionally, ChatGPT was tasked with providing feedback on student-written resumes and cover letters, using the instructor's grading rubrics. The study measured ChatGPT's ability to provide sufficient information and guidance for students to write their own job applications, tailored to the specific company they were applying to. This study demonstrates the potential of ChatGPT as an AI tutor for technical writing tasks. The results of the study show that ChatGPT has the ability to effectively write college-level technical reports and provide insightful feedback on student-written resumes and cover letters. The findings of this research provide valuable insights into the effectiveness of using AI in language modeling to support student learning in a practical and efficient manner. The implications of this study could have a significant impact on the education field and the future use of AI as a tool for language modeling and teaching.

09:25-09:50

69457 | *Towards the Design and Implementation of a Blended Learning Framework for Student-centredness*
Munienge Mbodila, Walter Sisulu University, South Africa

In 21st century the use of the internet and technology become essential in every facet of a lie. The outbreaks of the Covid-19 pandemic, prevent direct human contact but increase the usage of digital technology for numerous services. Traditional teaching methods called also face-to-face in educational environments have changed in order to conform to a new norm that incorporates technology into all curricula, including how faculty plan and perform tuition. The use of learning management systems (LMSs), which offer technological tools for learning and teaching, is widespread among higher education institutions (HEIs) worldwide, particularly in South Africa (SA). The design and implementation of a blended learning framework for student-centeredness (BL4SC) by one of SD's rural universities are presented in this study. The design and implementation of a blended learning framework for student-centeredness (BL4SC) by one of South Africa's rural universities are presented in this study. The paper describes the integration of online learning components with other delivery techniques that were already in use at the university. The goal was to expand the flexible learning mode already in place, develop a learning environment that is more student-centered, and increase both staff and student participation. Furthermore, it examines some of the possible benefits of integrating online components into flexible delivery methods that heavily utilize a technologically infused strategy. These include opportunities to create students' educational experiences and foster their collaboration as they develop and increase their independence, self-reliance, and other skills they need for lifelong learning.

09:50-10:15

71031 | *Social Impact Assessment as a Methodology for Active Project-based Learning*
Pablo Aznar-Crespo, University of Alicante, Spain
Antonio Aledo, University of Alicante, Spain
Guadalupe Ortiz, University of Alicante, Spain
José Javier Mañas-Navarro, University of Alicante, Spain

One of the most relevant teaching challenges is the transfer of practical skills that allow students to solve real problems and facilitate their inclusion in the labor market. The specialized literature has proposed multiple concepts and methodologies aimed at fostering the acquisition of this kind of skills. This is the case of active learning or project-based learning, which refer to the direct involvement of the subjects in their own learning processes. These strategies facilitate the acquisition of practical skills such as motivation, teamwork, responsibility, adaptation to change or individual entrepreneurship. Although these strategies present a consensus validity in the literature, their practical implementation presents some challenges, such as the lack of opportunities for teachers to participate in projects, the low motivation of some students or the lack of resources to promote teaching innovation in a comprehensive manner. Given the difficulty of designing teaching plans articulated with projects that promote active learning, this paper proposes the Social Impact Assessment (SIA) methodology as a strategic tool to promote the acquisition of practical skills through project-based active learning. Thus, the objective of this paper is to explain the design and implementation of a proposal to transfer knowledge on SIA methodology to graduate students from two Colombian universities. The paper provides a detailed explanation of this transfer proposal, describing aspects such as the institutional setting, the participants, the pedagogical functions of the SIA methodology, the preparation and delivery of the teaching content and its perceived impact by the students participating in the transfer process.

10:15-10:40

68410 | *Adoption of Artificial Intelligence in Higher Education: A Quantitative Analysis Using Structural Equation Modelling in a Business School of Tecnológico de Monterrey*
Alicia Fernanda Galindo Manrique, Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico

The evolution of the application of Artificial Intelligence (AI) in higher education in Mexico can potentially ensure pedagogy´s quality, accountability and learning experience improvement. The aim of this research is to estimate the factors guiding the adoption in AI in higher education in business school at Tecnológico de Monterrey. A complete quantitative analysis using structural equation modelling was executed and a path analysis was computed to show the relationships in the model. The results show how applications of AI affect the educational system in private universities and how behavioral intention and attitude are significant with a positive influence adopting AI technology by the stakeholders. The practical implementation of this model is to be in the service of concerned authorities to create an adequate environment for the adoption of AI that will improve the performance of higher education in Mexico.

10:55-12:10 | Salle 103
Sunday Onsite Presentation Session 2
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Sharon Pelech

10:55-11:20

69334 | *Mathematics Curriculum and Instruction: Responding to and for Preservice Teachers*
Lorelei Boschman, Medicine Hat College, Canada

Mathematics is considered one of the vital components in elementary and secondary education across much of the world (OECD, para. 1). As such, preservice teachers need to be prepared for this noble, timely and crucial role they will be a part of as an emerging teacher. Current mathematics curriculum and instruction courses in our post-secondary education system need to be responsive and thorough for these preservice teachers to prepare them for the effective and impactful teaching of mathematics (Unsworth, 2020). The methodology for this inquiry consisted of analyses of multiple Canadian post-secondary mathematics curriculum and instruction courses as well as personal interviews and observations with faculty teaching such courses. Initially, impactful mathematics teaching involved appropriate attitudes and thoughts about the learning and teaching of mathematics (Boaler, 2015; Briley, 2012). This was followed with mathematics questions, real world problem solving and mathematical experiences to help internalize mathematical concepts, utilize hands-on manipulatives, demonstrate specific content knowledge and integrate mathematical processes and thinking skills. The research also asserted that modeling mathematics unit and lesson planning with effective pedagogy as well as utilizing assessments mirrored after real teaching experiences gave preservice teachers supported practice to help prepare them for their future classrooms. In response to this inquiry and within the context of a Canadian university Bachelor of Education mathematics curriculum and instruction course focused on teaching K – 6 students, a framework is shared including sequential topics, preservice teacher activities and mathematical manipulatives used as well as planning constructs and assessments of learning throughout.

11:20-11:45

71266 | *Diagnosing Misconceptions in First-Year Calculus*
Elsabe Weyer, North-West University, South Africa

Learning tertiary mathematics is challenging and has been an obstacle for many students. Calculus students are unaware of their misconceptions, and this makes understanding and progress difficult and prevents students to be successful in mathematics, especially in first-year calculus modules. Focusing on misconceptions in calculus is essential for enhancing student learning and is needed in acquiring conceptual understanding. Action research and reflective practice have both change and enhancement as aims. This paper reports on the first phase of the action research cycle – the diagnosing phase. Since the lecturer-as-researcher endeavors to be a reflective practitioner and given that reflective practice can lead to improved learning, the reflective practice method was used to diagnose misconceptions in first-year calculus and to develop an understanding of what students know about important concepts in first-year calculus. Two misconceptions were identified, namely limits of a function and inverse functions. Provided that the limit of a function is a fundamental part of learning calculus, and the inverse function is one of the concepts which is compulsory to be learned in calculus and appears to be a concept indispensable for some students in different study programs, these two misconceptions will be the focus of this paper. Intending to address the existence of misconceptions in calculus, the paper concludes with proposed strategies for the second action research cycle, the action-planning phase.

11:45-12:10

70787 | *Learning from Wonder: Incorporating Beauty and Aesthetics into Science Education*
Sharon Pelech, University of Lethbridge, Canada

What happens to preservice teachers' understanding of science education when given permission to explore the wonder and beauty of the natural world? Biologist Rachel Carson (1998) states that "a child's world is fresh and beautiful, full of wonder and excitement. It is our misfortune that for most of us that clear-eyed vision… is lost before we reach adulthood" (p. 58). Research indicates that opportunities to reflect upon and delve in the beauty of the world are transformative in helping students appreciate the complexities of nature and encourages wonder and imagination, essential in the process of teaching science. This interpretive research explores how a class project: "Beauty and Aesthetics in Science", impacts preservice science teachers' understanding of science education, the nature of science and their own personal connection to science. The students were tasked to research a topic from nature, journal their experience, create an aesthetic representation of their experience, and then share their work with their classmates. From the data collected through student projects and semi-structured interviews, students expressed how being given an open-ended assignment was initially difficult but once they "surrendered to curiosity" their experience and passion for their topic transformed their understanding of science from being static facts to a process of wonder and questioning. This presentation will explore how this project may better equip subsequent generations of teachers to find ways to invite curiosity and wonder into their science classroom.

Notes

14:40-15:30 | Salle 103
Sunday Onsite Presentation Session 4
Interdisciplinary, Multidisciplinary & Transdisciplinary Education
Session Chair: Katerina Zäch

14:40-15:05

68928 | *Communicating the Indonesian Dietary Recommendations: Lessons Learned from Boarding School*
Nutta Taneepanichskul, Chulalongkorn University, Thailand
Syarifah Aqilah, Chulalongkorn University, Thailand
Cindy Roviqoh, Universitas Indonesia, Indonesia
Siti Sudrajat, Universitas Indonesia, Indonesia

Monotonous meals are commonly provided at boarding schools in Indonesia with poor nutritional value and a lack of variety. As part of the Environmental Nutrition Program, this study was conducted to raise awareness of the importance of a balanced diet among female boarding high school students. We set out to improve Indonesian students' nutritional knowledge using mixed communication methods including a poster, booklet, and interactive session. A quasi-experimental study was conducted at two boarding high schools, one intervention school (IS) and one control school (CS). Nutritional education (NE) was delivered at the IS that covered the effects of food on health, nutrient sources, food groups, and dietary recommendations. NE was run over eight weeks, with two weeks for each topic. Data on nutritional knowledge were collected before and after NE using a validated questionnaire with binary response options (correct, incorrect). Student's T-test and the Mann–Whitney U-test were applied to analyze the data. A total of 57 IS and 56 CS female students were recruited. Baseline data showed no difference in students' knowledge between the schools. However, there was a significant increase in nutritional knowledge at the IS after NE compared to the CS (MIS=78, SD=9.3; MCS=72, SD=7.2; P <0.001). Positive feedback was received on all communication methods, and the poster was found to have been the most effective, especially for communicating dietary recommendations. Our study suggested that, a poster can increase school students' declarative nutritional knowledge, while two-way communication is effective at enhancing their procedural nutritional knowledge.

15:05-15:30

68634 | *Archival Fieldwork: Insights, Challenges, and New Collaborations*
Katerina Zäch, University of Fribourg, Switzerland

Archival fieldwork is a scientific method in various fields of social sciences that produce knowledge in support of political, social, and cultural research. The documentation is bounded into the fields of education, science and practice to sustain trustworthy production of knowledge by which culture, religion and identity can be retrieved for posterity. This involves identifying archival records as sites of historical truth (Kaplan, 2000) that allows for the connection of the written past to the present, especially in terms of establishing a sense of past and continuity. Therefore, it's crucial to look at the interrelation between records conducted through archival documents as reliable repositories of the past and seedbeds of truth in perpetuity to an unadulterated evidence of history in respect to fieldwork data. This presentation discusses the preservation of data from interviews that have been conducted and may be preserved even after the research has been published, so, in this vein, as to highlight that collected empirical records are of value beyond the narrow purpose for which it was initially gathered, allowing for a second life in the archive—that is, for this archival fieldwork to one day become public history. Second, it concentrates on new collaboration of research methods.

16:10-17:50 | Salle 103
Sunday Onsite Presentation Session 5
Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Gina Bonior

16:10-16:35
69276 | *Controlling the Level of Anxiety in L2 Presentation Performance: Case Study of Japanese EFL Students*
Ahrong Lee, York University, Canada
Younghyon Heo, University of Aizu, Japan

The present study reports on pedagogical techniques to improve L2 speaking performance by controlling language anxiety and public-speaking anxiety. Among many classroom activities, giving a presentation in L2 is known to be one of the most challenging tasks, and the degree of anxiety is often claimed to be greater particularly in an Asian context. In this study, we introduce a case study conducted in Japan, where students are known to experience a high public speaking and foreign language speaking anxiety. In our English presentation class, 20 EFL students gave a short presentation in English based on homework in which they write short paragraphs on how to persuade the audience to purchase a product of their choice. The in-class presentation consisted of three stages: First, students gave a presentation in English; then they gave the same presentation in L1, which students were not previously informed of; finally, students gave the same presentation as in the initial round. All three stages of their presentations were evaluated per the following four categories: Content, language (accuracy, comprehensibility), non-verbal performance and overall performance. Two sets of results were elicited: a comparison between the initial and second round, and a comparison between the initial and second round. Student performance in L2 was improved through the technique of L1 presentation, where the language anxiety factor is removed. In comparing pre- and post-treatment stages, specifically, it was found that positive experience with reduced anxiety in the medial stage led to enhanced performance in the final stage.

16:35-17:00
71177 | *Inter-Institutional Inter-Religious Education: Exploring a Cross-Course Case Study from Education City-Doha*
Robert Bianchi, Virginia Commonwealth University in Qatar, Qatar
Akintunde Akinade, Georgetown University in Qatar, Qatar
Muhammad Modassir Ali, Hamad Bin Khalifa University, Qatar

Fostering the right classroom environment to achieve the deeper levels of learning of 'analysis' and 'creation' in the revised Bloom's Taxonomy (Krahtwohl 2002) can be very challenging and time-consuming in traditional classrooms (Manalo 2019). Yet organizing dynamic classroom interactions with students across institutions might provide just such an opportunity. Harnessing the advantages of Qatar's Education City (EC), with its list of renowned universities such as Hamad Bin Khalifa University, Carnegie Mellon, Georgetown, and Virginia Commonwealth in close geographical proximity, this semester-long case study explored the utility of cross-course collaborations (see Nwokeji & Frezza 2017) involving students and faculty of religious studies at three separate EC partner universities. Focusing on chapters from Wilson (1992), students read and collaborated with their peers at other EC universities. Preliminary reports from the participating students confirm not only students' preference for such collaborations but also their experience of deeper levels of learning.

17:00-17:25
71233 | *Examining Teacher Wellbeing Through a Quality Agenda Policy Reform in the Dominican Republic*
Nidia Aviles Nunez, University of the West of Scotland, United Kingdom

Internationally, policy agendas for education have focused on the need for teacher quality while promoting performative cultures for teachers. These cultures leading to stress, burn-out and high rates of attrition for the profession. This understanding of the need for quality stems from international education policy which identifies teachers as key determinants of learning outcomes needed to create a globally competitive workforce. This in turn has generated an increasing interest in investigating and researching teacher wellbeing. In the Dominican Republic teacher wellbeing has been put at the centre of policy due to reforms introduced to solve and improve education quality. However, there is a lack of attention to how these policies contribute to and exacerbate teacher stress and attrition rates in the profession. This study explored teachers' experiences of quality policies through in-depth interviews with Dominican primary teachers from the capital region of the country. The interviews examined how educational reforms centred on teacher quality have shaped understandings of teacher wellbeing in the country. The findings of the study indicate how quality policies in the Dominican Republic have created a social and policy landscape that dismisses structural failures of the education system in favour of chastising teachers for their presumed lack of quality. Moreover, these quality policies present a paradoxical view of teachers where they are regarded as essential for the economic progress of the nation but seen through a deficit view that ensures teacher quality through regulations, controls, and measures.

17:25-17:50
67585 | *Diskarte: Teacher Agency in Appropriating a Literacy Instruction Program in Central Philippine Remote Islands Multigrade Schools*
Gina Bonior, Silliman University, Philippines

This study examines how a Mother Tongue-based-Multilingual Education Literacy Instruction Program (MTB-MLE LIP) is appropriated by five literacy teachers in three multigrade schools in two remote islands in Central Philippines. Primarily using qualitative approaches, it sought to answer the following questions: 1) What mediations impact the appropriation of the Literacy Instruction Program in multigrade schools located in remote island communities; 2) How do multigrade teachers appropriate the literacy instruction program as they negotiate with these mediations. In relation to RQ1, I observed that the appropriation of the MTB-MLE LIP is influenced by interacting mediations, i.e., 1) personal, 2) programmatic, 3) learner-related, 4) institutional, 5) social, and 6) spatial-geographical. At the heart of these mediations is the teacher who exercises her agency in program appropriation based on a constant appraisal of her/his 1) personal and professional histories, advocacies, emotions, and capabilities; 2) the material, cultural and social resources at her disposal; and 3) immediate and future goals and aspirations. As for RQ 2, I noted three strategies: Mugna, involving hybridizing, finessing, and bricolaging in program implementation, and two Malasakit, deploying emotional agency to advance their advocacy. These strategies exemplify teacher diskarte (agency) in the appropriation of the literacy instruction program amid challenging circumstances. Teacher agency plays a key role in the enactment of the literacy instruction program. However, agency and mediation are mutually constitutive in that while teacher agency spur various forms of appropriation, such agency is also impacted by a web of mediations and access to various forms of capital.

Monday, June 19

Online Parallel Sessions

All times are in Central European Summer Time (UTC+2)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

Monday Online Presentation Session 1

Literature/Literary Studies

Session Chair: Hina Nandrajog

09:00-09:25

71221 | *Historical Metafiction and the Quest for Black Self-Authority in Laurence Hill's Novel "Someone Knows My Name"*

Rasiah Rasiah, Halu Oleo University, Indonesia
Marhadi Akhmad, Halu Oleo University, Indonesia
Bilu La, Halu Oleo University, Indonesia
Ngestirosa Elisabeth, Teknokrat University of Indonesia, Indonesia

Rewriting history in fiction is not a new phenomenon in literature, since historical novels engage fictional characters in a real historical context to offer a glimpse of past times. However, historical metafiction offered a different glimpse of the past. It is working under postmodernism by asking "what happen" through a repetition of history. This paper seeks to analyze the strategy of Laurence Hill in rewriting the history of slavery in Someone Knows My Name novel. He constructed the experience of slavery by framing the history of Black Loyalists in Nova Scotia, Canada, and inventing a fictional character, Aminata Diallo, who primarily attributed as Black Muslim woman from Mali, Africa. Hill seemingly nailed Hutcheon's ideas about historiography metafiction, that apt for "us(ing) and abus(ing)" the concepts of history and any textual traces of the past. Hill, in the novel, intentionally does not generate a nostalgia or glorification of the past, but demonstratively creates a critical distance of the past. Hill successfully dismantles; the myth of Canada as Canaan for blacks in the enslavement period, the abolitionist political role in blacks' slave narrative, and racial mythologies by presenting black self-identity and authority, and struggling to be recognized as human beings.

09:25-09:50

69329 | *Turning Art into a Literary Communication Tool*

Mykyta Isagulov, University of Exeter, United Kingdom

The paper investigates theatrical and musical arts as supplementary communication tools employed by the literary medium. The literary practice of integrating music and drama into a novel is seen through the prism of intermediality-based processes employed by modernist writers, namely E.M. Forster in his novel Where Angels Fear to Tread, 1905. It is revealed that the integration of a dramatic-musical medium and theatre-based conflict into the literary work enhances and deepens the intercultural conflict depicted by the writer, as well as links supporting artistic layers through the intermedia-based principle of fragmentation. Even though the matters under study refer to the beginning of the XX century, there are certain parallels to the modern time traced, as the principles applied by Forster remain unchanged and similar literary practices can be seen both in contemporary literature and new media forms, including digital media, pop art, and mass art. The paper concludes that integrating other arts into literary forms supports the multi-layer depictions, the extension of the context of a creative artefact, as well as helps establish the polyphonic arts and art forms.

09:50-10:15

68905 | *Politics as Truth Procedure in Divergent Novel*

Ramis Rauf, Universitas Khairun, Indonesia
Faruk Faruk, Universitas Gadjah Mada, Indonesia
Wisma Nugroho Christianto Richardus, Universitas Gadjah Mada, Indonesia

Politics as a truth procedure is a collectivist politics. The political moment is only meaningful if it is materially collective or shares the same "social dimension" as other people. Politics as a truth procedure is manifested in the Divergent novel through events and interactions between characters. The formation of five factions (such as Abnegation, Amity, Candor, Dauntless, and Erudite) as a social order system as a result of the war that destroyed Chicago and appointed the Abnegation faction as a leader in the government system was part of the procedure political truth in the Divergent novel. The formation of factions, led by the Abnegation faction, demonstrated how correctness, in the form of state and population or representative and represented—as a manifestation of an organization—is the ontological basis of the political truth procedure. This type of organization is a body of procedures for political correctness in an attempt to express the materially collective social dimension. All political ideas and actions must be justified. As a result, in a democratic order, they can be accepted collectively. In other words, collective acceptance of the choices makes determine political effectiveness. It refers to the world's transcendental law—relates to the local presence and global presence—the procedure of local political correctness is presented as a new egalitarian maxim based on the Chicagoan's (in the context of the novel) enthusiasm for past events.

10:15-10:40

70047 | *'Unity in Diversity' in India: Catchphrase or Credo*

Hina Nandrajog, University of Delhi, India

As a conglomerate of different races, people, and faiths, India seems almost to be a twentieth century invention bequeathed by the departing British Empire in 1947. In a land where one region may differ greatly from another in terms of topography, race, culture or language, the ostensible unity of India is that provided by a single government, administrative and judicial machinery. The question this begs is whether Indians are all held together only with the glue of Indian citizenship through the tangible national identification number, i.e. an Indian passport or the Aadhaar Card provided by the Indian government; or if there is some intangible collective heritage that lies at the bedrock of Indian consciousness. The paper explores whether 'Unity in Diversity' in India is merely a catchword to be bandied about or whether a real sense of affinity can be found in the origins of this cliched phrase. Delineating the roots and routes of Indian unity in the face of visible diversity in terms of language, religion, race, customs, food, attire, etc., the paper argues that its diverse elements have cohered to form a pan-Indian identity down the millennia through shared themes and motifs; and highlights the vital role that literature and translation play in this endeavour.

Monday Online Presentation Session 2
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Carla Cadete

10:55-11:20

71085 | *Teach and Learn Research Methodologies in Education Between Mismatches: Portugal's Case*
Elsa Estrela, Lusófona University, Portugal
João Filipe Matos, Lusófona University, Portugal
André Freitas, Lusófona University, Portugal

Teach and learn research methodologies in education (RME) in advanced studies is considered an emergent research topic. The literature shows mismatches between teachers and learners expectations leading to: pedagogical challenges experienced by teachers with no practical reasonable solutions; and regarding students as learners the misunderstanding about methodological knowledge and research competencies creates controversies that add complexity to an already complex subject. Teach and learn RME has been understood as a fundamental component of masters and doctoral programs in education, however the same literature reveals limited empirical, epistemological and methodological reflection on this domain. The ReMASE project aims to identify and enunciate research-based principles and guidelines to improve the teaching of research methodologies in master's and doctoral programmes. A survey of the Portuguese master and doctoral programs in education provided the raw data analysed with the framework categories that were identified from the scoping literature review. This allowed us to map the theoretical and empirical field, making way to apply a survey questionnaire followed by a set of focus-group interviews to teachers responsible for RME teaching courses. The interpretative work reveals the pitfalls and trends characteristics (practices, interactions, commitments and knowledge) in the RME teaching practices. Therefore, a comprehensive, plural and dynamic organisation can be developed, highlighting principles for the design of RME courses. This presentation aims to discuss possible approaches to teach and learn RME courses.

11:20-11:45

70517 | *Cultural Institutions as Spaces for Education: Artistic Expressions in Initial Teacher Training at the University of Madeira*
Ana França Kot-Kotecki, Center for Research in Education - University of Madeira, Portugal
Valdemar Sousa, Center for Research in Education - University of Madeira, Portugal
Natalina Cristóvão, Center for Research in Education - University of Madeira, Portugal

This communication aims to highlight the formative and artistic role of three socio-cultural institutions in the island territory of the Autonomous Region of Madeira, Portugal, as spaces that preserve various local cultural aspects while promoting artistic education, inclusion and citizenship from a perspective of education for all — basic elements in the training of future education professionals. Our choice for these non-formal learning environments was based on their characteristics and potentialities, as privileged fields of knowledge and involvement with the local community and culture. In this process, the pedagogical practice evokes the access to education and culture as basic components for the integral development of the individuals — a complex act of dialogues of artistic expressions, meanings and citizenship practices. In order to understand the main aspects underlying the elaboration of the projects of these spaces, we questioned the people in charge of each institution, as partners in the initial teacher training of the University of Madeira. Of the main results we emphasize that the artistic experience promotes appreciation for the arts, culture and heritage, in addition to promoting cultural diversity. Cultural institutions play a relevant role in education because, through them, our students have the opportunity to get to know better the local culture and themselves in relation to others, expanding their worldviews.

11:45-12:10

68387 | *A Design Project Aimed To Promote Social Change: From the Classroom to the Community*
Carla Cadete, Lusófona University, Portugal

This article aims to present a pedagogical practice carried out in an academic context with undergraduate students from the 1st year of Communication Design at Lusófona University of Porto (ULP) in the first semester of 2021/22. A collaboration project with Pedro Hispano Hospital (PHH). Students were invited to design posters integrated into The Organization for Economic Cooperation and Development (OECD) – Learning Compass 2030, a framework that aims to help navigate towards future well-being – attitudes, values, skills and knowledge for 2030, Personal and Social development of children and adolescents. Twenty-four posters were displayed in strategic areas of the hospital, educating patients and their families about competencies to acquire based on core values such as respect, equality, equity, empathy, solidarity and resilience—a strategy from the hospital to engage and change community behaviours through a creative initiative. The creative process was done using the Design Thinking methodology (problem definition, project ideation, prototyping and implementation). The article is divided into four parts: Introduction, literature review, work methodology and conclusion. An enjoyable and appealing way of communication that motivates patients to make sustainable life changes. This an opportunity for students to blend a pedagogic activity with a collaborative stakeholder in a real-world project playing an essential role in generating creative ideas, interacting with the local community and promoting sustainable change. A concrete chance for students to learn, gain experience and aid the community.

12:25-13:15 | Room A
Monday Online Presentation Session 3
Challenging & Preserving: Culture, Inter/Multiculturalism & Language
Session Chair: Cristiane De Menezes

12:25-12:50

71347 | *Designing for Possibilities: Immersive Learning Experiences for Post-Pandemic Design Education*

Cristiane Menezes, University of Aveiro, Portugal
Abhishek Chatterjee, University of Aveiro, Portugal
Vasco Branco, University of Aveiro, Portugal
Nuno Dias, University of Aveiro, Portugal

This paper introduces a doctoral research project in design aimed at ontologically exploring, and correspondingly, expanding the denotations of innovation in contexts of traditional making. The global objective of the research, accordingly, is to establish and foreground embedded values, specifically within craft cultures, that are typically marginalised, however, which, as the research posits, can be constitutional towards self and social innovation in providence of the transition to knowledge economy. A key methodological component of the research's approach, in this regard, is to conduct immersive learning workshops in craft communities that bring together craft workers and undergraduate students of design – towards collaboratively reflecting on and challenging the conventions of framing and communicating innovation. Respectively, the article discusses the emerging allowances of integrating extracurricular participation of BA-level students in advanced design research and implementation – as a prospectively imperative extension of design pedagogy in the aftermath of the pandemic. It argues that in universities with three cycle systems of higher education in design, such articulation can prove strategic: by presenting a scope for experiential learning, it can inform the urgent and requisite reconciliation between the dynamics of manual and digital design skills; and, nurture critical reflection on the affordances of the technological advancements transpiring during the period of pandemic. The article concludes by outlining key advantages that can be accrued from structuring and scaffolding interaction between the different levels of higher education in design, and in particular, between practice-led learning and research.

12:50-13:15

69368 | *Othello: A Legal Alien in Multicultural Renaissance Venice*

Oumeima Mouelhi, University of Al Manar, Tunisia

Venice was like no other city in the world during the Renaissance. It was the beating heart of the Eastern Mediterranean. With its extensive political, cultural, and economic prowess, Venice served as a site of encounter between the East and the West. A seemingly quite integrated and racially diverse society, Venice was an opulent city and a multicultural metropolis where Muslims, Christians, and Jews would find a niche in its wide-opened doors. As a cosmopolitan city in constant movement, Venice attracted immigrants from all walks of life. It embraced the pluralities of ethnicities, creeds, and commercial trades. Thanks to its multicultural and ethic character, the city served as a site of encounter in the Mediterranean basin of the 16th century fostering a blurring of boundaries of all types. Yet, running parallel to this opulence and openness, there was a dim side about this multi-cultural city. The glamorous cross-cultural Venetian society was tainted with "ethnocentrism" where "the other", as embodied in Shakespeare's Othello, was misperceived, discarded, and racially unwelcomed in one of the most welcoming cities in the world. This paper aims to communicate the dual nature of a dazzling Venetian city caught between the binaries of integration and seclusion, openness and aversion to aliens. This paper will focus, more accurately, on the character of Othello and his suffering in a multicultural society which denied all his services on the basis of his color and race.

Monday Online Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Cristina Vilaplana-Prieto

13:30-13:55
71198 | *Interdisciplinarity, STEAM Education and Project-Based Learning: An Exploratory Study About Teaching Experiences and Teacher Self-Efficacy*
Juliana Abra Olivato, ISPA, Portugal
José Castro Silva, ISPA, Portugal

This study used mixed methods to explore primary school teachers' self-efficacy beliefs about interdisciplinary teaching practices related to STEAM Education and Project-Based Learning (PBL) approaches. Teachers' self-efficacy beliefs were assessed through a questionnaire with closed-ended and open-ended questions. This paper reports the qualitative data collected by semi-structured interviews carried out with Brazilian in-service teachers (n=15). After being transcribed, categorized, and analyzed using content analysis, the categorical data were entered and analyzed using Jamovi statistics program based in R. Results showed that most of teachers know and use PBL in their pedagogical practices, as well as know and work at some interdisciplinary level, but do not know STEAM educational and have not even received training on this approach. Nevertheless, teachers perceived themselves as being very competent in the areas of mathematics, biology, arts, and technology, except for chemistry and physics, with mathematics being the subject in which the highest levels of teacher self-efficacy were verified. Regarding interdisciplinary integration, the results also showed that teacher report high self-efficacy beliefs, including confidence to carry out interdisciplinary projects. An exception for arts using an interdisciplinary approach, with lower levels of teacher self-efficacy when compared to the other disciplines. This paper will discuss the implications of the study on pedagogical practices and teacher training.

13:55-14:20
71206 | *Ingenuity in the Pandemic: A Cross-Course Science-Literacy Integration Project*
Brittany Kiser, Lynn University, United States
Kelly Burlison, Lynn University, United States

Science, when implemented in the K-12 classroom effectively, involves students that are able to research, interpret, read, apply mathematical concepts, and communicate orally and in writing. Research suggests the importance of blending curricula across the content areas, versus teaching within segmented silos (Romance & Vitale, 2016; van Zee, Jansen, Winograd, Crowl & Devitt, 2013). However, increasing pressures of accountability in schools, with a focus on mathematics and English language arts, leaves little room for science education (Webb & Rule, 2014). This issue of concern is compounded when elementary students matriculate onward, now woefully unprepared for the rigors of scientific thinking. The integration of science and literacy instruction in early years may be the beginning of this journey toward student success in future science education. When faced with compressed hybrid courses amidst the pandemic, two university teacher educators sought to leverage the opportunity into an innovative, collaborative project to increase authentic science-literacy experiences. Pre-service teachers in one elementary literacy and one elementary science education course collaborated on a science-literacy integration project, bringing their content expertise and strategies to improve existing lessons to equally involve reading and science. The result of this integration project proved to benefit students in their presentation skills, experimentation skills, and teaching modalities, while gaining a new perspective of our intellectual climate. Herein, the authors seek to establish the importance of incorporating science into literacy curriculum of pre-service teachers, as well as to share analyses in experiences and insights of those pre-service teachers already exposed to these studies.

14:20-14:45
69393 | *Valorisation of a Natural Resource: Application to the Colorado River*
Cristina Vilaplana-Prieto, University of Murcia, Spain

Why is a price system the best way to allocate natural resources? The lesson sets the stage by describing the competing demands for Colorado River water. The Colorado River provides water for one out of every eight Americans for residential, industrial, mining, agricultural, and recreational needs. The river serves seven western U.S. states and Mexico, and water appropriation was established by an agreement forged in 1922. Senior water rights were given to the earliest (white) settlers and tended to be in the agriculture, ranching, and mining interests. Senior rights were also awarded to California after a series of Supreme Court cases throughout the twentieth century. Having senior water rights mandates that the same amount of water be allotted each year regardless of river totals. All others have junior rights and have to share the remainder. Ultimately, the federal government controls the water and has the final say in appropriation. The challenge is to align the individual needs of consumers with the health of the river while an ever-changing set of conditions influences both supply and demand. We have developed a teaching project for students of Political Science Degree (1st year). Each student must decide how much water to take and calculate the water usage's total value to society. They are given a number of scenarios that change their incentives to take water from the river. The students discover that when something is appropriately priced, its total value is maximized under a price system.

Monday Online Presentation Session 5

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Aditi Jhaveri

15:00-15:25

71191 | *Faculty Motivations for Participating in Interactive Seminars and the Impact of Student Non-Engagement: A Conceptual Framework*

Durga Vellore Nagarajan, University of Southampton, United Kingdom
Sanjay Nagaraj, University of Southampton, United Kingdom
Phil Megicks, University of Southampton, United Kingdom

In a virtually driven world, the advancement and usage of technology has been seen to have many direct and indirect implications for educational practice. Against this backdrop, our paper reconceptualises academic faculty's motivations for engaging with their students in interactive seminars. Extant research suggests that student and faculty interaction can be considered as a key measure of higher performance and motivation. Educational literature also recognizes the quality of discussion is very much dependent on students' motivations, to attend and engage in interactive seminar environments. Yet evidence is apparent that there are increasingly lower levels of student participation in this process. Motivational influences have been identified from a student perspective including perceived enjoyment, perceived value, autonomy, competence, and relevance. However, the factors that influence faculty's motivation to engage in interactive seminars and the implications of non-engagement of students for faculty is under-researched. We therefore address the following research questions:
- What pedagogic and personal factors impact faculty motivation toward interactive seminar engagement?
- How does the level of student attendance and engagement in the interactive seminar process affect faculty motivation?
- Where do faculty motivations and student participation in interactive seminars coincide?
Our findings present a conceptualisation of the influences on faculty engagement in interactive seminars and the effects of student's level of participation on these. The implications for educational practice are considered together with proposals for improving engagement and outcomes for both students and faculty.

15:25-15:50

71376 | *Active Learning: Portuguese as a Non-Native Language (PNNL) Teaching Experience to Chinese*

Joana Carvalho Marques, IPLeiria, Portugal

As part of a teaching experience in Higher Education, this communication aims to share a set of active learning strategies, using technologies, adopted in a Portuguese as a Non-Native Language speaking subject, composed by 14 Chinese students, enrolled in a bilateral partnership (China-Portugal). Due to constraints arising from the Covid-19 pandemic, and for a period of one year, 4 of the 14 students are in China. They have distance learning classes. The remaining students attend presential classes, in Portugal. The strategies adopted result from the imposed teaching modalities, but also from the fact that these learners are the product of the traditional Chinese teaching model, which often leads to misinterpretations; and that there massive cultural differences. In this teaching practice, we aimed to assess quantitatively, in each of the eight planned activities, 1) whether the students are satisfied with the active learning strategies adopted, using technology, and 2) what kind of difficulties arise during the execution of each activity. It has been noticed that there is a general satisfaction in each activity, particularly because there is more interaction and oral production, but some refer constraints to work in groups or do not remember vocabulary, limiting them while interacting. It has been observed, however, that there is a widespread dependence on digital translators (voice and writing), and this is one of the great challenges that we have tried to overcome with active learning strategies.

15:50-16:15

71192 | *Using Student Reflections To Engage in Teacher Reflective Dialogue – An Evaluation of a Reflective Pedagogy-Based Eap Course*

Aditi Jhaveri, Hong Kong University of Science and Technology, Hong Kong
Edward Li, Hong Kong University of Science and Technology, Hong Kong

This study reports on the findings of a new, first-year English for Academic Purposes (EAP) university course, which was designed based on the principles of reflective pedagogy. Throughout this one-semester course, students reflected on their own language learning experiences and submitted these reflections individually as talking head videos or as reflective writing texts. To understand how students reflect on their language learning, 7 teachers on the course formed a 'Reflective Pedagogy Group' to find common themes in students' reflections with the eventual aim of improving upon the course's design and delivery through teacher reflective dialogue. After conducting a thorough textual analysis of their students' reflections, these teachers met up three times (approximately 6 hours) during the semester to engage in reflective dialogue, and subsequently, reached a consensus about the following findings: 1) teachers' framing of linguistic and communicative competencies was sometimes quite different from the way students understood them; 2) students found it challenging to reflect on interactive competence, which led teachers to debate on the extent of 'teachability' of verbal and non-verbal language of spontaneous f2f interactions; and 3) students rarely reflected on their strengths, and tended to elaborate on what they learnt, and their weaknesses in spoken/written English, showing the importance of understanding the cultural dimension of reflective pedagogy in language teaching. Through an in-depth discussion of the above findings, this paper hopes to enable other EAP and language educators to adopt a more informed approach to incorporating reflective pedagogy into their own practice.

Monday Online Presentation Session 1

Interdisciplinary Arts, Media and Culture

Session Chair: Amy Eisenberg

09:00-09:25

71040 | *Building Trust in Marginalized Communities: A Shifting Healthcare Paradigm*
Barry Eisenberg, SUNY, Empire State University, United States
Amy Eisenberg, Drew University, United States

The Covid pandemic shed light on the fact that access to healthcare is not the same for everyone. This paper (1) examines the barriers to healthcare that are faced by marginalized groups, particularly Black, Brown, and economically disadvantaged communities, reinforcing their historically rooted antipathy toward the healthcare system, and (2) explores how population health and community health initiatives can promote the trust necessary to strengthen access. The culture of widespread distrust, along with limited access, contributes to health problems for members of those communities. For example, it is not surprising that life expectancy is lower in those communities while rates of infant mortality are higher as is early mortality from diseases such as diabetes, cardiac issues, and co-morbidities. Recognition of the need to establish a trusting relationship with the health system is essential for improving the lives of everyone. Population health, which examines the factors that influence health in a defined community, and community health, in which medical services are made available in easy-to-access local clinics and even in homes, go hand in hand. The greater our understanding of social determinants of health, along with increased efforts to reach residents on their own terms in their own settings, the more likely they will be to engage with the system and, at the same time, achieve higher levels of health literacy. When this happens, trusting relationships become more feasible and the likelihood increases of positive health outcomes from more productive and frequent engagement with the healthcare system.

09:25-09:50

70692 | *Theatre as Public Affairs Practice – A Research on the Creation and Social Engagement of Community Theatre in Zuoying*
Phyllis Weilih Yeh, National Sun Yat-sen University, Taiwan

This study attempts to explore the possibility of cross-disciplinary cultural and social practices of "public participation in theatre" from two major perspectives: aesthetics and civic participation. In this regard, this study takes the community theatre, which is a collaboration between the regional revitalization team of National Sun Yat-sen University, the Bean Theatre, and the residents of the Zuoying community in Taiwan, as the target of the study. Furthermore, it explores how the university, the artists, and the residents of the community use the practice of public affairs and the aesthetics of theatre production to jointly develop community theatre. Besides, the study also explores the cultural and social significance of community theatre's creative process and performance aesthetics in the understanding of public affairs and local identity. As qualitative research, the study uses both documentary and case studies. The literature study is based on theoretical and practical perspectives, and the literature study is based on the social practice aesthetics of contemporary art aesthetics and related discussions, as well as social engagement and related discussions. Based on the author's observations and post-event reflections after deep participation, the case study illustrates the aesthetic and civic participation significance of the community theater's programming process and performance aesthetics by explaining the relevant theories of the programming process and performance aesthetics.

09:50-10:15

70601 | *Rethinking "Accent" and "Accented Cinema" in Sinophone East Asia: Border-crossing Filmmaking by Zhang Lu*
Wenxian Zhang, University of Southern California, United States

This paper explores Zhang Lu's border-crossing filmmaking in East Asia by rethinking the politics of "accent cinema," a genre of exilic/diasporic filmmaking mainly in western cinema, first explored by film scholar Hamid Naficy. Zhang Lu is an ethnic Korean-Chinese diaspora filmmaker from Yanbian, a region bordering northeast China, North and South Korea, and Russia. In his decades of filmmaking in South Korea, Zhang has produced dozens of transnational diasporic films in Korea, while "Yanagawa"(2021), his first Chinese-speaking commercial film, has sparked debates about his dramatic shift from transnational to national cinema. To intervene in such debates about genres and boundaries, this paper focuses on linguistic politics of "internal other" in "Yanagwa" which captures in miniature the conditions of accent and hegemonic Beijingnese, as well as the tension between dialect and standard Mandarin in Sinophone society as a whole. By probing the implications of "visualizing accent on screen" that challenges the convention of image-sound hierarchy, this paper navigates multiple roles of "accent" ---as a narrative thread, a cinematic style and trope, a minor discourse, and a self-reflexive positioning. "Yanagawa" is not merely a film about accent, but also exemplifies Zhang's political and aesthetic ambitions regarding film as accent---an accented form of minor cinema within mainstream cinema. Based on the case of Zhang Lu, this paper contributes to theorizing a plurality of "accented cinema" in local contexts---in which the boundaries and entanglements between region and nation, local and global, as well as national and transnational cinema can be radically crossed.

10:15-10:40

71326 | *Far Distance, Minus Sound: On the New Listening Path and Consumption After Pandemic*
Wen-Hsuan Chen, National Yang Ming Chiao Tung University, Taiwan

There is a new way of sound consumption while listeners get used to pandemic. Covid-19 makes us keep from each other for survive, and WFH by instant technology which is already "recolonizing" us again from elder people, office workers to schoolchild. Mind and body distance also reshapes, no matter living alone or with others, especially families — neither too faraway nor too close to breath all have negative impacts on global psychology. Meanwhile, the sense of sound-hearing and audio-tactile has been changed undoubtedly. "Sound" contains of all the things that normal human can hear: noise, music, natural/unnatural sound, consist of both rationality and sensibility. Therefore, phenomenology and "philosophizes reality" work on establishing sensory theories; on the other side, collecting sound-related event pages and posts with responses on SNS, and disputing questionnaire for Taiwan-based listeners work on the aspect of rational analysis. "Minus Sound" defied by this thesis has double meaning: one is "less sound and music" while people watch mute video, or work/ sleep with white noise. The other is the "minus distance" with sound accompany anywhere when people alone, moreover isolated. Such as the prosperity of podcasting, the revival of CD selling and the trend of mobile apps for sound interaction. This thesis attempts to study the phenomenon of new interaction and listening paths at the begin of homeward voyage from new-norm to coexisting nowadays, trying to provide a novel method while "Sound Object" - "Space" vibrating our "Body".

10:55-12:10 | Room B
Monday Online Presentation Session 2
Interdisciplinary Education
Session Chair: Amy Lynch

10:55-11:20

70434 | *Assisting Students with the Proactive Chatbot Based on Their Group of Problems*

Arlindo Almada, London Metropolitan University, United Kingdom
Qicheng Yu, London Metropolitan University, United Kingdom
Preeti Patel, London Metropolitan University, United Kingdom

Universities face difficulty grouping and individualising the students' assistance among thousands of students. This paper is founded on the author's previous works related to student assistance. One of the author's last research gaps while assisting students using the proactive chatbot was distinguishing between helping falling students and the other groups of students. In other words, assist students accordingly to their group of problems. This paper proposes an automated way to assist students according to the number and correlations of factors affecting students' academic performance. It aims to automate the chatbot, especially in identifying and predicting groups of potential failure students, and proactively help them differently than other students. We presented the research context and predicted the students' academic results to achieve this aim. This experiment was developed with a dataset from the Angola experiment at Universidade Católica de Angola collected in 2018. The study results showed a correlation between the variables and an outstanding accuracy of 0.935, and a precision of 0.76 was achieved. Then, the correlation between the variables and different students' clusters was found. Those results allowed us to build seven distinct groups/clusters. With that knowledge, we integrated the predictive model and the discovered clusters into the proactive chatbot. It resulted in paying more attention to the groups where students presented more problems. Accordingly, in our local experiment, the proactive chatbot could change the level of extroversion by interacting more often with failing students. However, a real-life intervention is needed to validate our results.

11:20-11:45

68883 | *Does Student Learning Depend on the Teacher's Perception of How Quality Teaching Relates to Student Learning? Insight From Azerbaijan*

Razia Isaeva, University of Lapland, Finland
Satu Uusiautti, University of Lapland, Finland
Ilkka Ratinen, University of Lapland, Finland

Higher Education in emerging countries is challenged to promote student engagement in the learning process where teachers who understand the interdependency of quality teaching with student engagement and student learning outcomes are rare. This empirical study looks at how teachers understand how their teaching is linked to student learning and outcomes and how students perceive what needs to be done at universities to improve student experiences. Based on 15 interviews with teachers/experts and qualitative data from the NSSE survey conducted among 433 students in Azerbaijan, the study investigates interdependencies between teaching, student learning, and outcomes, specifically 1) How teachers' perception of quality teaching is related to student learning, 2) how students perceive what changes need to be done at HE to improve learning and teaching.

11:45-12:10

68765 | *Multi-tiered Trauma Informed Educational Supports: Experiences from Community Engaged Programming in a High School*

Amy Lynch, Temple University, United States
Krista Schroeder, Temple University, United States
Jillian Adler, FirstUp Champions of Early Childhood, United States

This workshop will present programming delivered aimed to prevent/reduce violence and violence-associated outcomes among students attending an inner-city high school located in a distressed community, historically disadvantaged by high rates of poverty, unemployment, violence and crime. High rates of violence are associated with high rates of trauma, with impact experienced at the individual and family level, but also community-wide. Newer models of violence prevention recognize collective trauma and advocate the use of a trauma-informed community building approach that considers individuals and families but also the interplay of key environmental factors that operate at the community or population level. The intervention used an evidence-based, trauma-informed community building approach and targeted individual, classroom, family, peer, school and community factors. The strengths and barriers of in person delivery prior to coronavirus 19 pandemic and virtual delivery during the full academic year of school closure as well as measurement of outcomes and opportunities will be discussed. In addition to intervention details, presenters will discuss an innovative and unique model for approaching intervention delivery which leveraged intensive trauma training paired with close supervision of graduate student interns by a team of interdisciplinary, grant funded university faculty in order to increase intervention delivery resources for a broader intervention outreach.

12:25-13:15 | Room B
Monday Online Presentation Session 3
Assessment Theories & Methodologies
Session Chair: Lorena Perez Penup

12:25-12:50
70908 | *Making Assessment Engaging for Elementary/Primary Students in Online Learning*
Gregory Macur, University of Sunderland, United Kingdom

This paper identifies the two main areas of online education that cause problems for elementary/primary school teachers. This is done through the use of quantitative and qualitative data collected cross culturally in 2022. Specifically, teacher interviews and surveys were used. Through rigorous data analysis and triangulation, the two key problem areas that come out on top repeatedly are Assessing and Engaging students. The paper then goes on to identify best practice approaches to the integration of these two key problem areas, attempting to put forward a case and set of practical methods for "Making Assessment Engaging for Elementary/Primary Students in Online Learning". This is done through a combination of a best practice literature review, teacher interviews and lesson observation forms. Justifications for the importance of this approach to assessing when teaching online are given, as well as potential limitations for this study.

12:50-13:15
69925 | *Development of Academic Writing Skills through Formative Feedback*
Lorena Pérez-Penup, Universidad Don Bosco, El Salvador

The teacher's guidance is a key element for the development of academic writing skills. Formative feedback that allows students to edit and revise their texts is one way to provide that guidance effectively. This article aimed to categorize the feedback that a teacher gave to her postgraduate students and describe the changes in writing skills in connection to the formative feedback strategies provided. The methodology consisted of a mixed-type approach with a descriptive scope of a longitudinal non-experimental type. An exhaustive analysis of the formative feedback was carried out in 106 texts produced by the students throughout a year, when taking three subjects specially focused on the execution of an applied research project and the corresponding elaboration of an academic text that communicates to the disciplinary community its realization and that bases their final graduation work. The data was classified into four macro categories and eight subcategories, of which those related to the use of APA writing standards and clarity of ideas through the text were the most frequently provided to the students. The findings indicate that carefully oriented feedback on specific aspects of the writing such as coherence, use of sources, use of academic tone, punctuation, grammar and spelling, content, and style results in a positive advancement of college students' writing skills.

13:30-14:45 | Room B
Monday Online Presentation Session 4
Interdisciplinary Education
Session Chair: Gray Felton

13:30-13:55

71248 | *Performing Arts in Higher Education: Sensing the Body to Learn the World*

Deborah Maia de Lima, McGill University, Canada
Aron Rosenberg, McGill University, Canada

The arts play a fundamental role in the educational field. This paper outlines the importance of considering artistic initiatives in higher education as an agent of transformation. The approach discussed outline the artistic/dance artistic residency developed at the P. Lantz Initiative for Excellence in Education in the Arts, a project that took place in the Faculty of Education at McGill University in Montreal, Canada. Performing arts played an active role in the formation and transformation of the participants. Knowing the own body, working with the space to recognize one's kinesphere, experimenting movements from other cultures, collaborating with partners and creating dance performances allowed participants to open inner spaces, physically, critically, and consciously, increasing the respect for themselves and others. These experiences were extended to university staff, providing a transformative, human and relational perception of the participant's surroundings as a communitarian space. Presented in three acts, this paper enlarges the perspectives of the educational use of performing arts as an agent of learning and teaching, fostering the student's contact with the subjects taught in the classroom, allowing the development of the student's social agency, their self-development, literacy, learning and self-care. Nurturing individuals' developmental processes has proved to be a means of facilitation and expansion of the intellectual growth skills and to develop participant's compassion towards the world, themselves and the environment.

13:55-14:20

71201 | *Disrupting the Grade Imperative in Education Through Critical Pedagogies Embedded into Human Rights Focused Literary Study*

Jessica Terbrueggen, Teachers College Columbia University, United States

This paper presents the story of what happened when I incorporated critical pedagogical practices embedded within a human rights focused unit of study into my literature classroom and examined the effect it had on my students' perceptions regarding the purpose of their education. After providing a theoretical framework, positioning my study within existing research, and outlining my study, I then explain my methods for selecting research participants and gathering data, ultimately concluding with implications. This study took place within a highly competitive educational system embedded within a Korean American international school setting where grades, GPA ranking, and admissions into Ivy League institutions are perceived by most students to be the fundamental purpose of education. My study broadly begins by examining the learning environment, perceptions, and practices of one class as a whole, eventually narrowing my research to be focused on one student. This student's story demonstrates that even within highly competitive schooling environments, where the purpose of learning has largely been reduced to rote memorization and GPA ranking, the introduction of critical pedagogies, within a human rights focused unit of study has the potential to disrupt paradigms surrounding the purpose of education; raise critical consciousness; and possibly foster transformative learning, leading to a greater sense of purpose regarding education as a means of connection to the world beyond the self.

14:20-14:45

70995 | *Unfurling Inclusion: Deleuze and Leibniz Amongst the Foliage*

Gray Felton, University of the West of Scotland, United Kingdom

The disparity and disconnection that the COVID 19 pandemic brought to our learning communities affected every individual within them, but amongst those most severely affected were our students with special educational needs and disabilities (SEND) and social, emotional and mental health (SEMH) needs. Amongst these students were those least able to access the home learning made available to them, least able to cope with online learning platforms and those most vulnerable to the stresses of isolation and the absence of supportive structures provided by school or college. In the aftermath of these challenging times, might we seize an opportunity to build our communities of learning and inclusion anew, rather than re-building them as before? In The Fold, Deleuze takes Leibniz's vision of an enfolded world and expands it, shifting our understanding of personhood and community. The separations between individuals become porous and organizational structures are shifted from the simplicity of hierarchies towards an implicate structure of mutual inherence. This paper explores how these new understandings connect with the structures and systems of plants, and through this symbiosis grows out into possible structures for community and for learning.

15:00-16:15 | Room B
Monday Online Presentation Session 5
Interdisciplinary Education
Session Chair: Fernando Mora

15:00-15:25
68884 | *Educational Partnerships That Can Drive the Activation of Renewable Knowledge Process, Using the Public Libraries Infrastructure*
Ioana Cornelia Cristina Crihană, The National Association of Public Librarians and Libraries in Romania, Romania

The library environment in Romania is very fragmented, having neither the habit nor the culture of cooperation and partnerships. Driven by divergent interests, the library environment rarely interacts with other stakeholders for common goals, does not engage outside the narrow goals of micro-groups and does not actively participate in the development of the knowledge society. No matter how successful they are individually, libraries do not have enough vision and they lack the overall picture of how they can contribute to a better use of knowledge and to build a more efficient and impactful information literacy structure. The cultivation of information skills is one of the libraries major objectives, while representing the guarantee of sustainable and resilient efforts in terms of personal and professional development of individuals. Objectives Our goal is to stimulate libraries as individual entities, but also the various consortia of public-private entities in the culture field to get involved as partnership brokers in information literacy to generate resilience skills that contribute to activating latent knowledge. Considered as actionable assets, renewable knowledge acts like a common base of intellectual acquisitions that are in the interest of heterogeneous library users' communities. This article aims to bring public libraries to the forefront as partners for renewable knowledge. After analyzing the partnership broker concept and the renewable knowledge significance, we will clarify how libraries can be encouraged to engage in cultivating educational partnerships with various public or private entities to contribute to activating renewable knowledge in libraries.

15:25-15:50
71236 | *An UX Evaluation of School Newspaper Creation Platform*
Luísa Júlio, University of Aveiro, Portugal
Mariana Alves, University of Aveiro, Portugal
Martinho Mota, University of Aveiro, Portugal
Raquel Cabral, University of Aveiro, Portugal
Telmo Silva, University of Aveiro, Portugal

Media literacy is an increasingly important skill, especially for younger audiences who consume and believe in information that may not be credible. Thus, school journalism can contribute to combat misinformation and develop media literacy in young people. Taking this into consideration, a platform was developed to create school newspapers and support the writing of news in Portuguese. This tool has several features to help the students to write news, such as: detection of possible spelling errors and respective corrections; suggestion of synonyms; search for related news, sorted by credibility level that adds information to the student's text. The goal is to encourage critical thinking about the content they access and create. The paper describes the tests carried out on the platform to evaluate the quality of the user experience and if the needs of the user are met. The tests were made in order to evaluate momentary UX perception, with participants, separated as editors or authors, as teachers and students respectively. The methodology applied was: (i) contextualization of the project and scope of the platform; (ii) initial characterization questionnaire, to learn more about their writing and reading habits, participation and experience in newspapers and contact with news and familiarity with the concept of fake news; (iii) usage scenario, in which participants were able to try the platform functionalities; and (iv) final questionnaire, assessing usability (System Usability Scale - SUS), use of the platform (Self Assessment Manikin - SAM) and understanding the fundamental aspects of the solution.

15:50-16:15
69290 | *Exploring the Hero's Journey: Assessing Undergraduate Students' Competence for Reflection on the Meaning of Life through Mythology*
Fernando Mora, Tecnológico de Monterrey, Mexico

Classrooms are ideal spaces for dialogue and discussing the most challenging questions that cross our humanity: who am I? What is death? What is the meaning of my life? However, normative orientation courses tend to be very abstract for young people. This paper examines how studying mythology and experiential learning activities around the hero's journey help undergraduate students understand and interpret life's meaning. Examples of student deliverables are a reinterpretation of Tarot archetypes, a story time performance in a public elementary school, and a visit to a Seri community in the Sonoran Desert. Student's assessment involved metacognition questions. The answers were coded through the theoretical proposal of self-determination (SDT) of Edward Deci and Richard Ryan, focusing on the three areas that characterize fulfillment (or human flourishing): autonomy, mastery, and belonging. The students reported increased self-awareness and a better understanding of their values and beliefs. Further, the findings suggest mythological narratives and life experience activities help them strengthen their belonging. This experience from a 2022 elective Humanities course: "The myths that inhabit us" for undergraduate students of Tecnologico de Monterrey, Sonora Campus (Mexico), can be beneficial in innovative competency-based learning programs.

10:55-12:10 | Room C
Monday Online Presentation Session 2
Curriculum Design & Development
Session Chair: Heitor Manuel Pereira Pinto da Cunha E Alvelos

10:55-11:20

71024 | *Competency-based Education in Latvia*
Viktorija Tataurova, Riga Technical University, Latvia

In Latvia, the transition to a competency-based curriculum (CBC) started in 2017 and it was supposed to be completed by October 17, 2021. Still, the question of competency-based education (CBE) raises numerous concerns among school teachers and university instructors. The representative of the project aimed to ensure the transition to CBE in Latvia – School 2030 (School 2030, 2016). suggests that "competencies are more complex than skills, as they comprise knowledge, skills, and attitudes". The director of the National Centre for Education of the Republic of Latvia claims that "the challenge of today's schools is to prepare the children and teenagers for a successful future in the rapidly changing world, being able to not only receive knowledge and meaningfully and responsibly apply it, but also to develop the ability and desire for lifelong learning" (ibid.) The purpose of the present research is to investigate the present state of CBE in the English language classroom in Latvia by the means of interviewing English language school teachers and university instructors to establish their vision of competencies, CBC, the perception of the transition from content-based to competence-based curriculum, their readiness to implement CBC and the need for further training to facilitate the transition to CBE.

11:20-11:45

71089 | *Mapping, Coding, Learning: When Infographic Meets Digital Education. A Pilot Programme in Design School*
Ida Cortoni, Sapienza University of Rome, Italy
Alessio Caccamo, Sapienza University of Rome, Italy
Carlotta Belluzzi Mus, Sapienza University of Rome, Italy

Media Literacy and Media Education (McDougall et al., 2018) are two concepts that are now endorsed and become part of the academic lexicon of contemporary society internationally and seem to be recognised for all intents and purposes as new processes of education within formal or informal educational contexts. This process, however, cannot be self-taught and entrusted exclusively to the experiential practice of each individual, but requires forms of cultural mediation in educational contexts, especially for the development and practice of more sophisticated transversal digital skills. In this sense, a growing number of researchers in different disciplinary fields claim the need for a 'design twist' in educational practices, with "Design" playing a leading role in terms of notions, processes, and no less distinctive intelligence (Cross, 1986). The discipline of Design, through the artefacts of Information Design - like infographics - can assist such pedagogical activities, facilitating storytelling in the acquisition of new content and tools (Hartai, 2014), supporting the educator in guiding the learning. Starting from these premises, the contribution - through the case study of the Digital Education programme of the MA in Design, Visual and Multimedia Communication at Sapienza University - aims at critically reflecting on the relevance of disciplinary trespassing in the reconstruction of the methodologies of Design applied to future Digital Education. Contaminations useful for the research of new models, methods and processes that allow the design of new learning experiences aimed at the construction of democratic educational systems, inclusive and more adherent to contemporary challenges.

11:45-12:10

71234 | *Just Between Meme and You: Online Memes as Health Communication Tools in Design and Media Arts Higher Education Curricula*
Heitor Alvelos, University of Porto, Portugal
Susana Barreto, University of Porto, Portugal
Cláudia Raquel Lima, Universidade Lusófona, Portugal
Eliana Penedos-Santiago, University of Porto, Portugal
Jorge Brandão Pereira, Polytechnic Institute of Cávado and Ave, Portugal
Pedro Alves da Veiga, Universidade Aberta, Portugal

This study posits that current online trends of mistrust in health policies may be partly overcome through an exploratory employment of memes. It aims at filling a critical gap whereby unexpected communication channels might succeed in addressing subjective bias seemingly immune to fact-based cognitive persuasion channels. We propose that the classroom may be a particularly apt context for this exploration: as part of the core lexica of younger generations, memes may act as pathways to stimulating actual research. Furthermore, by hypothesising that scientific knowledge and policies may incorporate aesthetics and semantics of online media, we aim at unpacking an often polarised debate around health communication – as particularly evident during the recent pandemic. These premises inform a set of assignments under implementation in various higher education Design and Media Arts courses in Portugal; exercises cover a range of approaches to pandemic-related health communication, trust and behaviour, employing visual languages and semantics of memes as a primary mechanism; we aim to create an ambivalence that dilutes expectations of formality and univocal authority, thus facilitating engagement. Assignments include: translation of scientific jargon, unexpected perspectives, before/after dynamics, humour and non-threatening irony, personal testimonies, and random image-text coupling. Visual outcomes and relevant testimonies from participants are currently under validation and will be presented. We further envision a scalability and visibility beyond both the classroom environment and the disciplines in question. The study is developed under the framework of the project "An Infodemic of Disorientation: communication design as mediator between scientific knowledge and cognitive bias.

Monday Online Presentation Session 3

Curriculum Design & Development

Session Chair: Thomas Hayward

12:25-12:50

71045 | *Legitimating English as Medium of Instruction in Taiwan's Higher Education: A Case Study*

Thomas Hayward, National Sun Yat Sen University, Taiwan

English as a Medium of Instruction (EMI) has become a much studied research topic over the past decade as universities in non English-speaking countries introduce programs taught exclusively in English. Through special grants, the Ministry of Education in Taiwan has recently sponsored the establishment of four pioneer EMI Centers at universities in the island state, with the stated aim of helping tertiary-level students achieve bilingual status. The funding for the centers has been generous to date, but such initiatives are not always successful at achieving their aims. The research discussed in this presentation focuses specifically on how discourses (i.e. articulations and texts which legitimate a certain practice) are 'rescaled' between stakeholders at the national and local levels within Taiwan's internationalization of higher education, which leads to the enactment of new practices such as the creation and management of EMI Centers. Using Van Leeuwen's (2007) framework for instrumental and theoretical rationalization strategies, the presentation examines and compares texts that legitimate the introduction of EMI at local universities produced by Taiwan's Ministry of Education, and also by the faculty and students at the EMI Center at University X in Taiwan. While the research is still ongoing, the findings to date have shown that there is a great deal of optimism in the potential for increasing the use of English on campus through the EMI center amongst all stakeholders. On the other hand, local actors in particular are pessimistic that EMI alone can create an environment for fostering significant bilingual learning. The findings of this analysis are useful in our understanding of stakeholder's perceptions of the opportunities that EMI programs create, while they also highlight the considerable challenges that face such programs.

12:50-13:15

71345 | *Curriculum Design and Development: New Theoretical Notions Scaffolding Vygotsky*

Darilyn Mercadel, Bowie State University, United States

Vygotsky (1930) asked what is the relation between human beings and their environment both physical and social? If Vygotsky were here today to ask this question, it could be postured that young children are possibly growing, learning, and developing in a world with an existential existence with processes of life fused with mechanical structures that live via programming instruction. This research discusses the possibility of a new relationship between humans and their environment both physical and social that we can no longer deny. It is quite possible children now live within a world with needs of learning, scaffolding, and support of new knowledge gained from the existence of mechanical structures linked with programming instruction. This research and presentation seeks to discover new possibilities of new theoretical notions to provide an argument worthy of A priori and A posteriori distinctions. The goal is to share theoretical notions of a mutual existence of knowing. Could there be a logical relationship with children, mechanical structures, and programming? If so, how can we re-design curricula to include new theoretical notions of mutually existing distinctions, with young children, mechanical structures, and programming instruction?

13:30-14:45 | Room C
Monday Online Presentation Session 4
Interdisciplinary Education

Session Chair: Johnathan Mina

13:30-13:55

70621 | *Does Academia Nurture Narcissistic Behaviour Patterns? A Study into the UK Higher Education*
Durga Vellore Nagarajan, University of Southampton, United Kingdom
Lakshi Devi Boolaky Doorgakunt, University of Southampton, United Kingdom
Praanima Boolaky, Griffith University, Australia

At the time, of initiating an educational format, the historical contexts were such that authority published the ways of working. Given the number of stakeholders in an organization, the traditional approach of hierarchy affects more than just one stakeholder. With the initiation of new age cohorts, and new age thinking, traditional hierarchy is seen to hinder operations in a day and age where organizations are transitioning to a lateral structure. However, the underpinning of the hierarchical manner of management is unknown or unexplored in higher education. Considering the advances in education and faculty approaches across universities globally, it is imperative to detail what and how behavioural patterns are inculcated within the academic setting. Universities across the globe are structured in a hierarchical format. To delineate the underpinning, we visit the classic theories of management in relation to the concept of hierarchical structure through Maslow's Theory of needs which takes a reward and punishment approach, and the law of effect that inculcates narcissistic principled behaviour when prolonged. This paper therefore aims to reinvigorate the understanding of narcissistic behavioural patterns in organisational science. We do this by briefly looking into the literature within education, narcissism, and academic organizational structure. This paper has several contributions. First, we provide a detailed understanding of current practices. Second, we provide an insight into the ways of change. Third, we provide a conceptual toolkit for implementation to address the hierarchical practices. Fourth, by implementing it in the complex sector of academia, we believe it will be easily applicable to lesser complex sectors.

13:55-14:20

71087 | *Developing Teacher Cognitions: Maximising the Impact of In-Service CDP Courses*
Ben Beaumont, Trinity College London, United Kingdom
Lola Garay, Eduki International, Spain

Evidence suggests that transferring learning from in-service teacher education courses to teachers' specific teaching contexts can be problematic. This presentation explores this point and views the issue through the lens of teacher cognitions (Baker 2014; Borg 2015), helping identify potential areas for teachers' knowledge and skills development. Recognising that teacher learning is more than just being able to use a 'tool-kit' of tasks and activities, this presentation will use data from eduki content creators to show how resource analysis (including resource evaluation, adaption and creation) can be a vehicle to help teachers learn more about their context and also their beliefs and practices in supporting learning. The presentation will then report on an impact study jointly conducted by NILE and Trinity College London that explores the impact of teacher development courses that use Trinity's Certificate for Practising Teachers (CertPT) as a developmental assessment tool to meet teachers' professional needs. Using data analysed from participant pre- and post-course interviews, we will present data that gives detail about how the CertPT's four assessment tasks provide lasting impact. We will also show how the Trinity qualification and eduki's community-based approach to materials creation and sharing can enable practical support for teachers by using materials design and application as a vehicle for ongoing development. This presentation will be relevant to all those involved in teacher education programmes and materials creation, as it provides a fresh lens through which to view teachers' in-service development.

14:20-14:45

70579 | *Creating Engagement, Empathy and Meaningful Learning in the College Classroom Through the Use of Videogames*
Johnathan Mina, College Lasalle, Canada
Pascale Warmoes, Lasalle College, Canada

Our research examines the use of entertainment-based videogames in CEGEP courses. It incorporates a pre-post analysis of two different experiments: (A) Measures whether 36 participants enrolled in the "Interactions and cultural communities" course in the Special Care Counselling program demonstrate an increase in empathy levels, based on Karl Rogers's empathic listening skills, after playing Never Alone (Upper One Games, 2015). (B) Measures whether 35 participants enrolled in the "Knowledge" course in Humanities demonstrate an increase in critical thinking skills (Bloom's Revised Taxonomy) after playing Portal (Valve, 2007). Experiment A used a mixed approach; (1) we used an Interpersonal Reactivity Index (IRI) questionnaire to measure empathy levels on a five-point Likert-style scale, (2) a psychometric questionnaire to measure our participants' levels of engagement, immersion, skill, challenge and learning on a five point-Likert style scale, after they played the videogame, (3) and a Lived-Experience questionnaire which measured a participants ability to use empathy in a practical setting (coding). Experiment B used a mixed approach. It used (1) the same psychometric questionnaire, (2) and a Discussion Questions questionnaire which measures each of the cognitive dimensions of Bloom's Revised taxonomy (coding). Our results show a statistically significant increase in empathy levels and critical thinking skills in our participants from both experiments. This suggests that the application of entertainment-based games is not restrained to a type of videogame or a specific discipline. For our presentation, we would like to share our results and offer concrete guidelines to help teachers implement videogames in their courses.

15:00-16:15 | Room C
Monday Online Presentation Session 5
Foreign Languages Education & Applied Linguistics
Session Chair: Jekaterina Martinova

15:00-15:25

69351 | *The Influence of Peer-interaction on Middle School Students' Learning Motivation*
Zeynep Ekin Çelik, TOBB University of Economics and Technology, Turkey

Numerous types of research were applied to find out which strategies promote learner motivation; however, teachers are still too absorbed in theories rather than actual teaching activities to help them explore compelling and comprehensible classroom applications to improve their everyday teaching methods (Banegas, 2014). The main focus of the study is to investigate the impact of peer interaction on students' learning motivation for English and to determine the impact of each of the selected activities (role-play, discussion, board game) on learners' motivation. This study was conducted with 122 students and two EFL teachers working in a private school in Ankara, Turkey. The research does not limit itself to theoretical discussions and explores the practical outcomes of the three interaction-based activities in the CLT methods for everyday English classroom teaching. It tries to incorporate the ideas of both teachers and learners to provide a fuller understanding of the learning process. In this study, the researcher collected both qualitative and quantitative data using a quasi-experimental research design. The quantitative data were analysed with the latest version of SPSS. Regarding qualitative data, student and teacher interview forms were also utilised, all of which were also developed by the researcher. Interviews with the students and the teachers were audio-recorded and transcribed. Thematic content analysis was used to examine qualitative data. The results have revealed that CLT is much more effective in motivating the students' English learning skills by giving them a chance to practice their passive knowledge of English gained through GTM lessons.

15:25-15:50

71359 | *Cultivating a Social Justice Pedagogy in an Introductory Japanese Language Course Through Pronunciation Instruction*
Ryuichi Suzuki, Emory University, United States

Foreign language programs in the US are increasingly urged to cultivate a social justice pedagogy in order to address social issues surrounding language use including gender, race, social class, and identity. One of these social issues in language learning and teaching is the ideology of native-speakerism. This ideology often leads to negative attitudes towards those who speak a language with a foreign accent, which perpetuates discrimination against these language learners. This study sought to examine whether pronunciation instruction (PI) in a foreign language, specifically Japanese, could transform the learners' attitudes toward those who speak their L1/LX with foreign accents. The teacher-researcher prepared and provided a series of Japanese pronunciation lessons as part of an elementary-level Japanese language course and collected data through pre- and post-lesson surveys and comments. The surveys included questions regarding students' attitudes towards their own accents and speakers with foreign accents. The data was analyzed quantitatively as well as qualitatively using a thematic coding process. The results showed that following PI, students' awareness of the difficulty of pronunciation acquisition increased, resulting in an enhanced tolerance and empathy towards speakers with accents. These preliminary results indicate that PI has the potential to positively transform students' attitudes towards foreign accents dismantling the ideology of native-speakerism. This presentation explores an approach to foster social justice in foreign language instruction through the promotion of teaching pronunciation of a target language and provides recommendations for implementation in foreign language programs.

15:50-16:15

71032 | *Netflix in ESP Classroom: Student-directed vs Teacher-directed Learning*
Viktorija Tataurova, Riga Technical University, Latvia
Jekaterina Martinova, Riga Technical University, Latvia

The application of multimedia in education is claimed to increase the learners' motivation and engagement in the learning process, as well as activate different senses. If the subtitles are added and the activity is followed by the real-life simulation, it allows various types of learners to benefit from the watching activity. The present research will employ Netflix as the platform offering a variety of entertainment / educational content. Two sets of documentary series have been selected for the analysis. The first – Pepsi, Where's My Jet? (2022) is applied by the educators in the design of advertisement-related case-study-based debates. The other – The Future of (2022) is a set of videos with an approximate length of 20 minutes discussing the close and distant future of various fields and areas (e.g., health, gaming, fashion) considering the rapid progress of AI and technology. For this assignment, the students are not given any explicit instructions – the aim is to deliver the content of the video they have been assigned to. On the completion of the two assignments, the students are asked to reflect on their experience – to evaluate the documentary–based learning, and to assess the student-directed and the teacher-directed multimedia-based learning experience.

Virtual
Presentations

Read Virtual Poster Presentations & Watch Pre-recorded Virtual Presentations

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

PCE2023 Virtual Poster Presentations

Assessment Theories & Methodologies

68849 | *Formative Assessment as an Effective Learning*
Iris Gertner, Hadassah Academic College, Israel

Formative assessment known as a useful way to upgrade educational learning with references to student voices and staff reflection. This paper illustrates the implantation of formative assessment in courses taken by first-year students. Transition from Assessment for Learning (AfL) to Assessment as Learning (AaL), the students show more engaging with the course and high acceptance with the learning. Transforming the tutor from a lecture to a mentor, encourage the student to participate, ask questions and to show intervention with the course. By focusing on the student's view rather than student's performance, we suggest and on- going assessment base on cases study process allowing the student to do an active self-learning using peer learning and more practical gain of knowledge. Further we emphasize that frequency, feedback, and response of the assessment also be considered as critical aspects in useful learning.

Design, Implementation & Assessment of Innovative Technologies in Education

69700 | *Advances in Nonverbal Communication Support Technology for Students with Autism Spectrum Disorder*
María Isabel Gómez-León, Universidad Internacional de La Rioja, Spain

Nonverbal communication skills account for more than 60% of overall communication ability and have been identified as the basis of socio-emotional competence and one of the largest deficits in how children with autism spectrum disorder (ASD) socialize. In recent years there have been an exponential number of technological proposals designed for the development of these skills in students with ASD of which there is not always enough evidence to support their effectiveness. This can make it difficult for teachers and students to benefit from technology support that is more effective and tailored to the needs of these students. The aim of this review was to analyze and synthesize scientific evidence on the effectiveness of technological resources in improving the nonverbal communication skills of students with ASD. To this end, a systematic review of the scientific publications indexed in the Scopus, Web of Science, PubMed, ERIC, IEEE Xplore and ACM Digital Library databases was carried out following the criteria set out in the PRISMA declaration. In total, the methodological quality of 55 articles that met the pre-established inclusion criteria was analyzed. A clear trend was found to encourage student inclusion through mobile technologies and low-cost, high-availability platforms that allow personalized real-time and remote interventions in natural contexts such as classrooms. In terms of methodological soundness, although the selected studies are not without limitations, a greater tendency has been found to include participants with low functioning ASD and to report maintenance and generalization data outside the context of instruction.

Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

71215 | *Development of a Self-Determination Scale for College Students with Disabilities*
Pen-Chiang Chao, Chung Yuan Christian University, Taiwan
Yu-Chi Chou, Chung Yuan Christian University, Taiwan

Purpose of this study was to develop a self-determination scale for college students with disabilities and assess its psychometric properties including internal consistency and test-retest reliabilities as well as construct validity. Given the fact that the number of students with disabilities attending colleges increased significantly during the past decade in Taiwan, it is imperative to develop a scale to assess their self-determination skills required for academic achievement. Participants were 265 students recruited from northern Taiwan and the majority of them were identified as having autism, learning disabilities, physical disability, hearing impairment, emotional and behavioral disorders, and intellectual disabilities. The Self-Determination Scale for College Students (SDSCS) developed in this study consisted of four subscales: Self-Awareness, Psychological Empowerment, Self-Regulation, and Autonomous Functioning. Data were analyzed using descriptive statistics, item analysis, correlation analysis, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). Results showed that the SDSCS has satisfactory psychometric properties. The internal consistency reliability coefficients (Cronbach's α) for subscales ranged from .86 to .90, while the test-retest coefficients ranged from .70 to .82. Findings of the EFA showed that the four SDSCS subscale factors can be reasonably extracted, all of which accounted for 47.9% of the total item variance. The CFA results further indicated a good fit between the measurement model and the sample data (GFI = .96, AGFI = .93, RMSEA = .06, NFI = .96, RFI = .94, IFI = .98, TLI = .97, CFI = .98). Implications and suggestions were provided.

Learning Experiences, Student Learning & Learner Diversity

71343 | *Influences of Self-construal on the Enhancement of Critical-thinking Ability During Blended Learning*
Yu-Shan Ting, National Chengchi University, Taiwan
Yu-chu Yeh, National Chengchi University, Taiwan
Jui-Ling Chiang, National Chengchi University, Taiwan
Sheng-Ling Chang, National Chengchi University, Taiwan

Self-construal refers to the extent to which the self is defined independently of others or interdependently with others. It may influence learning where collaborative learning is emphasized. After Covid-19, blended learning has become more prevalent than ever and visible-thinking routines have been suggested as effective teaching strategies for higher-order thinking. Therefore, this study aimed to explore whether self-construal would interact with visible thinking interventions and then influence the learning of critical thinking. A pretest-posttest control group design was employed. Participants were 193 college students (71 In the experimental group and 68 in the control group). The experimental group received a 7-week visible thinking intervention on critical thinking, in which blended learning and collaboration were emphasized and several visible thinking routines were practiced through classroom and online practices. The employed instruments included the Inventory of Self-Construal in Digital Learning (ISCD) and Critical-Thinking Test, Level 2 (CTT-2). ISCD comprises three dimensions (learning style, performance achievement, and social influence), with each of them including the perspective of independence and interdependence. CTT-2 measures the ability of assumption identification, inference, deduction, explanation, and argumentation. The results showed that college students who were with a preference for independence in learning style, as well as a preference of interdependence in performance achievement and social influence, improved more in critical-thinking ability than their counterparts. The findings suggest self-construal is a moderator for the learning of critical thinking although the influences vary in different aspects of self-construal.

PCE2023 Virtual Poster Presentations

71212 | *Using Creativity Dispositions and Growth Mindsets To Predict Self-Efficacy of Creativity*

Yu-chu Yeh, National Chengchi University, Taiwan
Yu-Shan Ting, National Chengchi University, Taiwan
Jui-Ling Chiang, National Chengchi University, Taiwan
Sheng-Ling Chang, National Chengchi University, Taiwan
Chih Min Wang, National Chengchi University, Taiwan

Personal traits or beliefs about creativity have been found influential in the learning of creativity. This study aimed to develop the "Creativity Disposition Inventory" (CDI) to measure college students' dispositions of creativity. Additionally, this study aimed to examine the relationship between growth-internal control mindset (GIM), growth-external control mindset (GEM), dispositions, and self-efficacy of creativity. People who hold a GIM believe that creativity can be improved through self-learning; people with a GEM believe that creativity can be improved through external resources. Two hundred and twenty-two college students were included in the exploratory factor analysis; 241 college students were included in the confirmatory factor analysis and reliability analysis of the CDI. Additionally, 261 college students were included in the regression analysis in which GIM, GEM, and creativity dispositions were employed to predict creativity self-efficacy. The results revealed that the CDI, comprised of 18 adjectives, had good reliability and validity. The CDI consisted of four factors: innovation and creation; independent and multi-perspective thinking; communication and problem-solving; grit and excellence pursuing; interdisciplinary learning and challenge. Regarding regression analysis, we found that creative dispositions, GIM, and GEM could jointly explain 68.8 % of the variance of creativity self-efficacy, R = .828, $F(3, 258) = 188.110$, $p < .001$. βs for creativity disposition, growth external mindset, and growth external mindset were .352, .387, and .227 (ps < .001), respectively. The findings suggest that creativity disposition and growth mindsets (especially GIM) are critical to the development of creativity self-efficacy.

Mind, Brain & Psychology

69075 | *Growing Stronger Together: Are Students' Positive Resources Correlated to Teachers' Features? How Could They Be Incremented?*

Tania Di Giuseppe, Fondazione Patrizio Paoletti, Italy
Giulia Perasso, Fondazione Patrizio Paoletti, Italy
Grazia Serantoni, Fondazione Patrizio Paoletti, Italy
Carmela Lillo, Fondazione Patrizio Paoletti, Italy
Alessandro Maculan, University of Padua, Italy
Patrizio Paoletti, Fondazione Patrizio Paoletti, Italy

According to literature, teacher positive characteristics foster students' wellbeing. Plus, numerous studies show that specific educational trainings increase students' positive resources. The present research aims at exploring: (i) the association between teachers' and adolescent students' reources; (ii) the impact of a neuropsychopedagogical training on adolescents (i.e., Envisioning the Future, EF). The sample includes N=113 adolescents (mean age=13.94 years) whose responses were combined with their teachers' data (N=12, mean age=48.5 years). Participants completed self-report measures (e.g., on self-compassion, self-efficacy in the management of positive and negative emotions, resilience, and self-determination) and ad-hoc items about bullying frequency. To respond to aim (i), correlational analyses were conducted. Analyses of variance (ANOVA) were conducted to respond to aim (ii). The results show that teachers' positive attitude and perceived social support correlate positively with students' self-efficacy in managing positive emotions (p<.05). Furthermore, teachers' perceived common humanity correlates positively with the frequency with which adolescents report bullying among peers (p<.05). A negative correlation emerged between teachers' self-efficacy in managing positive emotions and students' self-judgment (p<.05). ANOVAs highlight that EF increases adolescents' self-efficacy in managing negative emotions [$F(1,112)=4.56$ (p<.05)], common humanity [$F(1,112)=11.28$, p<.01], self-determination [$F(1,112)=45.05$, p<.001], frequency of reporting bullying [$F(1,112)=14.85$, p<.001]. The research lays ground for future studies on trainings to enhance students' positive resources, conceptualizing well-being as a socio-contextual and not only personal variable.

Teaching Experiences, Pedagogy, Practice & Praxis

71138 | *The Views of Romanian Teachers on the Sexual Development and Education of Children*

Noémi Szállassy, Babes-Bolyai University, Romania
Nándor Erős, Babes-Bolyai University, Romania

The topic of sexuality passes for a taboo in our country even today, there being no open treatment of the subject, not even in the tightest family circle. There is no sexual education in schools, while sexual enlightenment is restricted to 1-2 hours, provided at the age of 13-14. Our goal is to determine the knowledge, views and attitudes of Romanian teachers on the sexual development and sexual education of children. The survey was conducted in 2022-2023 as self-filling on-line questionnaire. Our research was aimed at exacting the knowledge of Romanian kindergarten teachers, elementary school teachers and teachers on the bodily and psychic safety of children, on the factors endangering these, on various topics of sexual education, on the openness of parents related to the sexuality of their children and the flexibility of kindergartens and schools in what pertains to the introduction of sexual education. The majority of our responders consider sexuality to be a natural part of a healthy life and that it should be tackled from the earliest possible ages both in family and in educational institutions. One third of the surveyed talks as a rule about conception, pregnancy, the evolution of the foetus, about giving birth or being born. According to the surveyed kindergarten teachers and teachers, parents are reluctant to talk about sexuality to their own children and require sexual education in kindergartens and schools. If training on sexual education were to be introduced in Romania, two thirds of the surveyed would gladly participate.

PCAH2023 Pre-Recorded Virtual Presentations

Arts - Teaching and Learning the Arts

68870 | *The Power Play*
Staci-Anne Nogami, Nagoya City University, Japan

I teach a course called Action English for first year university students. The aim of this course is to help students understand the many facets of well-being, how it directly affects the self and enables us to help others in the community. Students teach each other through skits on various topics related to well-being such as how to self-care. Over the past 17 years I taught skits in various capacities, I always use this method of evaluation because it is not only a mental break from the formal methods of learning, in countries like Japan. But it allows students to explore their creativity while teaching others what they've learned. From my experience, the power of skits apart from the creative aspect, helps students to build their group cohesion skills, work as a team to solve and overcome problems together, and to discover a new skill. Through this experience, it has been reported through student surveys that, skits are a fun form of evaluation, which is different from other classes which helps to maintain their motivation.

Arts - Visual Arts Practices

71325 | *A Correlational Study on Creative Motivation and Processes in Expressive Painting Practice: Bridging Naïve Painting and Academic Painting's Experiences*
Ning Qi, University of Wales Trinity Saint David, United Kingdom

This phenomenological study draws on Heidegger's interpretive phenomenology and the dialectical thinking between Leib and Körper to examine a phenomenon of painting in contemporary art that emphasizes artistic motivation and self-healing processes, a phenomenon that a Chinese experimental painting group has named 'Expressive-painting'. According to the differentiation between "Technique" and "Method" in methodology, by comparing the creative experiences of amateur and professional artists, this research aims to clarify the potential for professionals to shift from the painting techniques on specific materials and processes within the traditional artistic aesthetic system to more innovative and individualized methods which are based on the artist's cognitive system for constructing the image. This exploration is situated within the philosophical context of comprehending the dynamics that govern subjective worldviews and investigating intentionality, bodily sensations, and subjective experiences. Employing qualitative research methods and visual analysis, this study investigates the relationship between variations in artistic choices and the realization of creative motivation, by emphasizing the significance of non-traditional creative approaches, seeks to assist professional artists in transcending conventional skills and exploring new method that align with their intrinsic creative motivation. Furthermore, the study aims to discuss and categorize the definition of 'Expressive-painting' within diverse artistic contexts. At this stage, a unique viewpoint for studying various contemporary painting phenomena can be constructed by deeply understanding the subtle differences between intentionality and subjective experience in creative process of Expressive-painting to discover and understand the individual volition and the intuition creativity in these works.

Cyberspace, Technology

68433 | *The Role of Social Networks in Value Formation of Youth*
Sandra Car, University of Zagreb, Faculty of Croatian Studies, Croatia
Katarina Dadić, University of Zagreb, Faculty of Croatian Studies, Croatia
Martina Horvat, University of Zagreb, Faculty of Croatian Studies, Croatia

In just a few decades, social media has become a global phenomenon that has changed the ways of accessing information and learning, but also the ways of communication and social relations. The availability of a wide range of information and the possibility of communication with the whole world has many positive sides, however, especially when it comes to young people, the potential risks are much more often explored. Young people are the largest group of users of social networks and, at the same time, the group on which the development of society in general depends. As a group, they are most sensitive to the cultural and value information they receive through social networks. Social networks often promote values that conflict with traditional (family) values that are transmitted through family upbringing or the educational system. The goal of the project is to investigate the role of social networks in shaping the value orientations of young people. The subject will be investigated through a combination of two questionnaires: the first will examine the contents of social network use by young people, and the second will examine the value orientation of young people. For the analysis, we will use the generally accepted Schwartz value model, which divides values according to ten motivational types, that is power, achievement, hedonism, incentive, independence, universalism, benevolence, tradition, conformity and security. The research will be conducted on a sample of 200 young people aged 18-30.

History/Historiography

71217 | *Preliminary Theory on Relationship Between Data-Driven AI and Historical Recognition*
Kentaro Okawara, IISIA, Japan

Today, there are massive contents online that are delivered, promoted and even generated by data-driven AI. Among them, so-called "post-truth" websites and videos feature inauthentic and pseudo-academic historical recognition. The fact that "post-truth" or alternative historical views are now getting popular is now discussed, but there have been no (or little) discussion that relate "post-truth" historical views to the AI nature. The author is now starting up a study program on the relationship between data-driven AI and historical recognition and here he tries to set a preliminary theory to think of AI nature and its result in the realm of historical views, especially among non-elite people. In his view, what makes AI special in the study of historical views is that AI islands people from authentic thoughts. Also, data-driven AI is often based on commercial purposes, not academic concepts. This gap makes dialogues difficult between people holding "post-truth" views and those holding legitimate views. It is often said that AI technology is making the world "flat". In other words, the gaps between elite academic contents and non-elite non-academic contents are now obscure in the modern cyber space. However, this suggestion does not explain how certain views are chosen by certain people. For example, experts often say that people lacking information literacy can watch "post-truth" contents. This does not show why legitimate ones are rejected, though they do not "distinguish" them.

PCAH2023 Pre-Recorded Virtual Presentations

Immigration, Refugees, Race, Nation

69293 | *Filipinos for Export: The Case of Low-Skilled Filipino Workers*
Anna Joceline Ituriaga, National Chengchi University, Taiwan

The Philippines is known as a labor provider all over the world. This study focuses on the role of the Philippine government in the exportation of labor to Taiwan. Drawing on research into the recruitment, selection, and preparation of low-skilled Filipino migrant workers, I detail how the Philippine government equips its migrant workers with an understanding of Taiwanese culture before they leave the country. I highlight the central role of state policies and institutions and how they play a key role in the migration industry by analyzing narratives from a survey of Filipino low-skilled workers in Zhongshan District, Philippine state officials, and professors specializing in migration. In order to better contextualize the insights gained from these interviews, I analyze how certain institutional resources and my own work have framed an understanding of these migration institutions. This paper argues that these key Philippine stakeholder groups shape international recruitment in the Philippines by actively participating in migration institutions to generate and broker competitive migrant workers.

Language, Linguistics

70033 | *Exploring the Linguistic Identity of Lebanese Undergraduates: Experiences and Perceptions of Lingua Franca Speakers*
Najwa Saba 'Ayon, Rafik Hariri University, Lebanon
Grasiella Harb, Rafik Hariri University, Lebanon

Globalization has turned English into the world's dominating lingua franca. Its rapidly- growing spread brought changes to the standards and static rules of the English language, replacing by that its national culture with a global one (Dornyei' et al. 2006 as cited in Jenkins, 2007). The new global identity, aligned with youth-identity evolvement, has led to a linguistic diversity in the way English is used (Norton & De Costa, 2018). In fact, this change has mostly affected the ELF speakers' identity and linguistic practices in the Arab region including Lebanon, a country with a diverse and complex nature of ethnic, religious, and political affiliations, ideological polarization, and language identities (mainly Arabic, French, English, Armenian). Thus, from a poststructuralist perspective of identity, the Lebanese ELF speakers are ideal social agents for exploring the relationship between the evolvement of identity and ELF learning. Accordingly, the researchers aim to investigate how the use of ELF has affected the identity and social-linguistic practices of the Lebanese youth (in progress). A mixed-methods design is used whereby quantitative and qualitative data are collected through a self-completion questionnaire and focus group interviews. The participants, conveniently selected, consist of around 100 Lebanese undergraduates who speak English as a second or third language besides their Arabic mother tongue. The findings will fill a gap in the literature due to the shortage of such studies in the Arab region and will enhance our understanding of how linguistic identities evolve, get reconstructed over time, and impact the learner's social- linguistic practice.

Media, Film Studies, Theatre, Communication

69333 | *The Crisis of Alzheimer's Disease in "The Father" and "Still Alice": Media Representations of Dementia in Contemporary Film Narratives*
Margaret Tally, State University of New York, Empire State College, United States

Film and television have an essential impact on how we understand and respond to contemporary medical issues. In the case of dementia and Alzheimer's Disease, this has translated into a fear of and stigmatization of the disease. While the standard frames for dementia in contemporary media focus on the biomedical aspects, these representations often translate into negative images and feelings in film and television. Dementia is seen as a looming threat overtaking baby boomers, for example, and turning older people into living zombies. In films such as "Still Alice" and "The Father", there has been an attempt to expand this characterization of dementia in favor of a broader range of representations of individuals with dementia. While some have characterized these films as moving a big step forward in the depiction of dementia, the place, and experience of the caregiver, on the other hand, are portrayed as uniformly brutal. Thus, while there has been some progress in these films trying to overcome some of the stigma and center the experience of the patients, at the same time, the challenges experienced by the caregiver end up reinforcing the fear that the larger population has about this condition. This paper will explore the tensions around the stories in these two films and how they reinforce negative stereotypes about the disease. At the same time, I will look at how "epistemic injustice" can be addressed in these narratives as we advocate for "cinema education" to help audiences understand and de-stigmatize the disease.

70820 | *Cultural Representations of Emiratis in British Media: Stereotypes, Discourses, and Dominance*
Aamena Bulhoon, Zayed University, United Arab Emirates

This paper aimed to interpret the cultural representations of the Emiratis in the British media through content analysis of two newspapers with significant circulation between 2020 and 2021: Metro and The Sun. Through a quantitative and qualitative analysis of news, information trends were established, and the cultural representations of the United Arab Emirates and its inhabitants were analyzed. Therefore, it was found that both newspapers do not extensively cover issues related to this country and that the tone of their news is predominantly negative. Furthermore, both newspapers display stereotypical representations of the UAE as a country with strict rules that have luxuries, and Western celebrities can enjoy that. In turn, the representations contain a gender bias. While Emirati men are portrayed as wealthy and violent despots, women are portrayed as subjects needing salvation. These representations and the little interest of these newspapers deepen discrimination and Islamophobia against Emiratis, limiting their access to rights. For this reason, this article suggests the creation of more ethical representations that facilitate inclusion and intercultural dialogues between culturally different groups within the British territory.

PCAH2023 Pre-Recorded Virtual Presentations

Media, Film Studies, Theatre, Communication

70948 | *Media Space for Female Political Representatives in Sri Lanka: A Study on Women Politicians Appearing on TV Programs*
Hewa Pathirannehelage Sajitha Lakmali, Hallym University, South Korea

Adeline Molamure, Sri Lanka's first female legislator, entered the State Council of Ceylon in 1931 by winning a by-election following her father's demise. Forty-eight years later, in 1979, Sri Lanka officially initiated television broadcasting. The newly introduced audio-visual media soon turned into the citizens' primary source of information. On June 5, 1797, the government took over the ITN, the very first TV station, In the course of television's evolution in Sri Lanka, political programs became part and parcel of their lineup. In this research, the focus is on how television media space has been granted to female political representatives for political programs. For this study, seven state and private channels will be selected. In the period of three months in 2023, the total broadcast political program on those channels will be studied for 3000 hours. Different content aired around the clock will be taken into account. This has been analyzed using the SPSS data analysis method with a theoretical basis based on agenda-setting and framing effects. At present, there are 12 women on the politically selected list, with one being appointed to the cabinet and two given state ministerial portfolios. This research can reveal how much less media space female political representatives have been given compared to their male counterparts. Accordingly, we would be able to identify women in politics as a special influence group that has not been given adequate attention through this research.

71165 | *Toho's Uncanny Monster: Re-Imaging Japanese Postwar National Identity Through the Godzilla Franchise Films*
Kuo Wei Lan, I-Shou University, Taiwan

Whereas Godzilla (1954) made by Toho, one of the biggest Japanese studios, is most discussed by academic researchers who see this film as a significant sci-fi monster genre film in the post-war cinema, the twenty-eight Godzilla franchise films made in the past sixty years still have been remained under-researched by academic film scholars in relation to the gender implications of monsters. In particular, Japan has been the first and only country which was attacked by the American nuclear bombs and consequently lost in the Second World War and then rapidly rose from the war since 1950s as one of the world's largest economies, the Godzilla monster is identified as the most significant national icon in Japan. Since the following franchise films develop a rather different formulaic narrative in which Godzilla fights repeatedly with a number of monsters rather than acts alone to destroy the urban landscape as shown in Godzilla (1954), this paper therefore will use both the psychoanalytic feminist and intersectional approaches wherein gender and national identity are understood to be formed by universal notions of nationalism and patriarchy to explore the gender significance of the Godzilla monster in relation to hypermasculinity and fatherhood which both construct the post-war Japanese national identity in Son of Godzilla (1967), Godzilla vs. Spacegodzilla (1994) Godzilla vs. Destoroyah (1995), Godzilla against Mechagodzilla (2002), and Godzilla: Tokyo S.O.S.(2003).

Science, Environment and the Humanities

71002 | *How Can Bio-strategies Inform Design for Sustainability?*
Carolina Vasco Costa Delgado, Universidade de Lisboa, Portugal
Gabriela Santos Forman, Universidade de Lisboa, Portugal

This study presents a Nature-based Design project developed using Bio-Strategies. Biophilia, Biomimicry and Biotechnology were used as tools in a Material Driven study on Seaweed-based materials for food reusable packaging. Biophilia was used to approach empathy and natural aesthetics. Biomimicry inspired the structure's resilience, hydrophobic qualities and overall system and design. Biotechnology contributed to the development of products and materials from renewable biological sources. Expected contributions are within Design development methods concerning Product circular economy and Environmental impacts. Seaweed-based Bioplastic films and Bio-yarns were achieved using Sodium Alginate, Calcium chloride, and natural fibres (Seaweed thread, Sugar cane thread). In this process, different procedures were used. The hydrogel of Sodium Alginate and water was made by Gelification (Gulrez, et al., 2011, p. 117). The polymerization of the hydrogel with calcium chloride solution by Gelation (van der Linden & Foegeding, 2009). Moulding, Extrusion and Bio-coating were applied to achieve sodium-alginate bio-based materials. Also, a 3D Design was made using Rhino 7 for Technical Drawings and LaserWorks for the Laser Cut. A plywood 3D Loom was developed to create a Spider Web biosystem-inspired bag for groceries. Results demonstrate that Designing using Bio-Strategies is relevant to Circular Economy and help to achieve bio-based and biodegradable.

Notes

PCE2023 Pre-Recorded Virtual Presentations

Adult, Lifelong & Distance Learning

71333 | *Narratives of Marriage Migrant Women as an Agent of Learning: Focused on Interrelation Between Migration and Learning*

Sooan Choi, Inha University, South Korea
Youngsoon Kim, Inha University, South Korea

The role of learning in empowering migrant women to make decisions and provide diverse opportunities for themselves is crucial. By acting as learners, marriage migrant women can gain a sense of agency, which allows them to navigate their social and cultural environments and protect themselves from unequal relationships. Marriage migrant women from Vietnam, China, and the Philippines are flowing into South Korea, and the inflow is steadily increasing. Migrant women try to form various life narratives beyond reproducing patriarchal myths in Korean society. Small-scale solidarity, such as self-help groups, realizes diverse learning in the life world and enables Korean culture to act as a subject rather than an object of learning. Therefore, this study defines marriage migrant women as 'learners' and explores the learner agency in the experience of participating in self-help groups. The concept of learner agency, which encompasses various temporal, social, and relational contexts, provides a framework to explore the hindrances to learning and ways to promote it. For this purpose, three marriage migrant women who had participated in self-help groups for over three years were selected as study participants, and an in-depth interview was conducted. Data analysis aims to reveal the complex characteristics of the learner agency, focusing on the narrative's temporality, sociality, and place. The findings are expected to provide insights into the unique challenges faced by marriage migrant women in the context of migration and gender, distinct from those encountered by other learners.

Assessment Theories & Methodologies

69928 | *Empowerment and Transfer of Student Learning From Transformational Model in Evaluation: Applied Case in Higher Education*

Marisol del Carmen Alvarez Cisternas, Universidad de las Americas, Chile
Karen Nicole Jiménez Mena, Universidad de las Americas, Chile

This study describes and deepens the use of evaluation procedures based on the participation of students with respect to objectives and achievements in their learning outcomes, promoting evaluation processes based on empowerment and the transfer of effective learning from evaluation. The study is based on a descriptive qualitative approach, with a non-experimental design based on intrinsic case studies.The results show that the students developed critical thinking skills, collaborative work and skills to make decisions autonomously, considering the way the teacher involved and empowered their students in their own evaluation processes.However, An issue that the teacher himself encouraged during the development of the subject, that students can reflect on their learning achievements, has facilitated the possibility of making the right decisions at the right time, changing the way they approached their work and academic commitments on a recurring basis, giving them the possibility to choose the way they organize themselves and the best way to present the evidence of their work to be evaluated, it was possible to review and correct with their group mates, the results of their evaluations and identify their errors collaboratively, the same was done by the teacher as an effective feedback process, the students recognize that they had access to the rubrics and evaluation guidelines in advance, which facilitated their work as well as being able to have a more descriptive feedback of their successes and errors.

Curriculum Design & Development

70600 | *STEAM Curriculum for 12-14-year-old Girls*

Eliza Pitri, University of Nicosia, Cyprus
Maria Evagorou, University of Nicosia, Cyprus
Agni Stylianou-Georgiou, University of Nicosia, Cyprus

Integrated STEAM learning is a critical element of living and learning in the 21st century, since it is based on developing a hands-on interdisciplinary problem-solving mindset. In this presentation we reflect on the process of designing and implementing STEAM curricula for 12-14-year-old girls, as part of a larger European project, aiming at bringing girls into contact with activities related to STEM fields, helping them understand the role of women in STEM professions, combating stereotypes that exist in this field and cultivating entrepreneurship skills. The first cycle of the curriculum consisted of a four-day summer school in Cyprus in 2021 and focused on the topic of colors connected to different STEAM activities each day (e.g., colors in giant bubbles, in the environment, using color-indicators in labs), through a range of activities (e.g., field study, inquiry-based activities, makerspace activities, lab visit), and problem-solving inquiry for designing scientist uniforms in different STEM professions. Based on findings from the first year, a new version was designed and implemented in the summer of 2022, focusing on providing girls with the necessary skills, knowledge and experiences to help them work on a problem introduced the first day: How can we improve scientists' well-being in their work space using color? Lessons learned from the process of designing and implementing the STEAM curricula were related to using a driving problem to guide activities, introducing activities that promote students' interests, explaining and engaging students with the design process, and adding entrepreneurship activities.

71536 | *Programme Review, Lessons Learned and Challenges*

Farhad Shafti, University of Glasgow, United Kingdom

The objective of this presentation is to share some of the lessons learned and challenges faced when revising the process of programme design in our institution. Affected by the experience of having to adjust teaching and learning during the pandemic, our school started a long-term project to introduce a new procedure and principles for programme design and redesign. The presentation starts with sharing some of the main reasons and motivations behind this, before discussing factors that played a significant role in the process. This includes consideration of the important aspects of programme design, such as market demands, graduate attributes, USP, including sustainability topics in teaching, internationalisation, learning innovation, use of technology, and connection with practice. We were also keen to implement measurement capabilities in the design of the programmes in order to assess their success. The presentation discusses the above while also looking at some of the challenges that the school has been going through during the process. Among these are the diversity of student profiles, large size of the school and high number of programmes under offer, large class sizes, keeping the staff on-board while benefiting from their input, maintaining programmes unique identity whilst allowing courses to be shared, and utilising the support of professional services. The presentation concludes with listing a number of lessons learned and challenges that may be common across other institutions, as well as recommendations on how to address these.

PCE2023 Pre-Recorded Virtual Presentations

Design, Implementation & Assessment of Innovative Technologies in Education

67880 | *Universal Design for Learning in Game Design Document of a Video Game to Develop Money Management Skills*

Esther Rodríguez-Quintana, Complutense University of Madrid, Spain
Lea Plangger, Complutense University of Madrid, Spain
Jesús Herráez Herráez, Complutense University of Madrid, Spain

The Universal Design for Learning (UDL) is a model that has received a lot of attention in the last decade due to its commitment to inclusive education as it allows us to respond to diversity by addressing individual educational needs. From this perspective, it is proposed to elaborate a Game Design Document (GDD), which is a synthesis element that gathers the essence of a video game, from its characteristics to its mechanics and playability. The aim of the video game will be to develop money management skills, which is one of the basic skills of everyday life. The way of working will be through a interdisciplinary working group that includes professionals such as teachers, researchers, videogame designers and pedagogues. The results are still in progress; however, it is expected that the GDD generated will serve as a guide of good practices based on UDL principles. Presenting certain contents in a playful format can encourage and help people with intellectual disabilities to consolidate basic learning necessary to develop skills that improve their quality of life.

68123 | *Design and Development of an Online Course Using the TPACK Framework*

Yousra Banoor Rajabalee, Mauritius Institute of Education, Mauritius
Shailendra Ramsaha, Mauritius Institute of Education, Mauritius

The integration of ICTs in primary education has brought significant changes to the teaching and learning environment. As such, it is important for primary educators to equip themselves with the appropriate digital skills to effectively use ICTs as a pedagogical tool in their approach to teaching and learning. In this paper, we report on the application of the TPACK (Technological Pedagogical and Content Knowledge) framework to design and develop an online course on 'Digital Storytelling in Education'. TPACK was introduced to the educational research field as a theoretical framework for understanding the knowledge and competencies required by the teacher for effective technology integration. In this paper, we describe how the course was designed to help develop the skills of educators through innovative activity-based learning using TPACK as the conceptual model. The course aimed to contribute to the development of the so-called 21st century skills expected from educators in a technology-enabled learning context. The focus is on the development of a diverse skillset – digital literacies, language learning, visual conceptualization, and global literacy. The course was structured into five main topics that were covered over one semester of 15-weeks and it was assessed fully by coursework. The coursework consisted of several learning activities, such as discussion forums, reflection exercises, creation of storyboard and digital story and journal activity. For the purpose of this paper, qualitative data obtained from the students' journal and feedback were retrieved and analysed. The observations are discussed in terms of the learners' feedback in the course.

71335 | *Using Biometrics to Fortify e-learning Platforms Security*

Spyros Kopsidas, University of Thessaly, Greece
Eleni Ioannou Sougleridi, University of Thessaly, Greece
Dimitris Zisiadis, University of Thessaly, Greece
George Stamoulis, University of Thessaly, Greece

The COVID-19 pandemic forced the world to transition to online learning, with over 1.2 billion students being educated through e-learning during the pandemic. Platforms such as Zoom, Webex, Skype, Microsoft Teams, and Google Meet were among the most popular during that period. However, these platforms suffer from various vulnerabilities that make them susceptible to cyberattacks, including Man-in-the-Middle attacks (MitM), during which communication between a student and a teacher is intercepted by a ghost user. To address this issue, certain measures must be sought regarding the user identification process. Therefore, in this paper, we propose a new security model based on VIPSec, an effective biometric key-exchange protocol specifically designed for securing voice and video communications, which is also easy to use by young and inexperienced users such as children. The analysis revealed that the security levels remained higher than those of the existing methods, enough to intercept a MitM attack. The utilization of this study is expected to serve as a good method so that online learning sessions can be protected from disruptors, and the confidentiality, integrity, and availability of students' and teachers' sensitive personal data is preserved.

Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

69321 | *Raise Your Voice: Students with Learning Disabilities' Perspectives About Their Science Learning*

Cinzia Di Placido, McGill University, Canada

There is an underrepresentation of individuals with disabilities in the fields of science, technology, engineering, and mathematics (STEM). Given the importance of diversity to achieve an evolving society, increasing the representation of individuals with disabilities in STEM post-secondary education and careers is essential. One way that this can be accomplished is by incorporating the voices of youth students with disabilities in discourse about STEM education. Specifically, my study focuses on incorporating students with learning disabilities' (LDs) voices in science education discourse by exploring their perspectives about their science learning. To approach this research, I conducted a phenomenological study where I interviewed seven students in grade eight with LDs from a secondary school in Montreal, Quebec, Canada. The following research question guided my study: (1) What are students with LDs' perspectives on their science learning? Findings indicated that participants consider science learning to be important and necessary for their future regardless of their interest in further pursuing STEM fields. Moreover, students shared that science learning can occur in various ways in and out of the science class. These findings based on students' perspectives can inform educational stakeholders (e.g., principals, teachers, parents) on the most effective strategies to use to support students with LDs in their science learning to further encourage them to pursue science fields in the future. In turn, this can increase the representation of individuals with disabilities in STEM disciplines.

Education, Sustainability & Society: Social Justice, Development & Political Movements

69336 | *Service Learning in Nutrition and Dietetics Education: A Systematic Review*
Ximena Cataldo, University of Tarapacá, Chile
Carolina Guzmán, University of Tarapacá, Chile

Service learning (S+L) is a teaching method through which students apply what they learn in the classroom to real-life situations. In so doing, students help a community in addressing their needs and challenges, and, at the same time, students deepen their learning about specific contents in a university programme. The aim of this paper is to offer a systematic literature review on S+L, and, specifically, in the field of Nutrition and Dietetics (N&D). Although S+L has received attention since 1979, little is known about this methodology in N&D programmes and the ways in which they deal with malnutrition and food insecurity, especially in underdeveloped countries. Drawing on the PRISMA method, 132 academic articles on S+L in N&D were retrieved from three well-known databases (Web of Science core collection, SciELO and Scopus) between September and October 2022. After examining the articles according to the inclusion/exclusion criteria, 11 articles were selected for thematic analysis. Results show that S+L in N&D is incipient and underdeveloped, especially in developing countries. Furthermore, most of the publications found were from United States (9 of 11), one from Canada and one from South Africa. This poses an important challenge regarding the production of knowledge on S+L in underdeveloped countries. Implications regarding impact and the invisibility of S+L in underdeveloped countries will be discussed.

71331 | *Developing Pedagogies: Reflections on Pedagogical Intersections During a COIL Project Between South Africa and the Netherlands*
Tarryn Frankish, Durban University of Technology, South Africa

Teaching practitioners in higher education are increasingly encouraged to engage in collaborative projects. This work follows from scholars who have lauded COIL and other collaborative projects for facilitating global citizenry and providing third spaces for learning (Guimaraes & Finardi, 2021). This paper reports on a case study of a collaborative project between a University in Durban, South Africa and one in Amsterdam, The Netherlands. Based in Media and Business the project focuses on intercultural communication. This paper will look at the successes of the project for international collaboration and communication. However, embedded in these discussions the paper will also tease out the pedagogic intersections that characterise the dynamics of the two spaces and how they promote inclusion and equality (Wimpenny, Finardi, Orsini-Jones & Jacobs, 2022). The project uses as its basis for discussion reflection papers that students wrote at the end of the project as well as a focus group with students. In doing so we will be able to reflect on the outcomes of the project and students' reflections on the process. These will be analysed for how they reveal insights into their engagements across different contexts and whether and in what ways learning was facilitated. This speaks to goals aligned with sustainable development goals and bridging developmental divides with the global South.

71133 | *A Blended Approach to Community Involved Education for the Wellbeing of Society*
Joy Garfield, Aston University, United Kingdom
Paul Nzacahayo, Queen's Foundation for Ecumenical Theological Education, United Kingdom

This paper aims to look at the different layers of meanings of the concept of community, the role communities play in enhancing education and how this serves the overall wellbeing of societies. Given the complex challenges that are endemic to our globalized society such as climate change, intercontinental mass migration, and the consequences of technological progress, scholars such as Torres (2017) acknowledge that the modern structured education alone cannot solve these problems. Furthermore Hordern (2018) argues that specialized forms of knowledge need to be considered alongside non-specialized local knowledge. This paper argues that there are lessons to learn from small-scale, kinship and neighbourhood-based community education. If, as Dewey (1916) argued, students who are able to learn within their communities make noticeable contributions to the wellbeing of their societies and improve themselves, then it does make sense that this approach is brought into on-going conversation with modern classroom based competitive education. The result would be a blended approach which has the benefit of holding the modern structured education through the classroom together with the traditional small-scale unstructured community-based education in a hybrid blended approach. The authors of this paper will use lived experiences of African traditional societies and European modern structured classroom education together with a substantial review of the literature available in this field. Instead of holding the modern classroom structured education as an enemy of the traditional community-based education (Freire, 1970) this paper will suggest a new framework which reconciles the two.

Educational Policy, Leadership, Management & Administration

70129 | *The Paradox of the UNESCO Initiative for an Ecological Consciousness-Oriented Education: A Critical Analysis Utilizing the WPR Approach*
Leticia Nadler Gomez, University of Alberta, Canada
Marwa Younes, University of Alberta, Canada

Environmental sustainability development (ESD) has been considered a priority in educational policy. This was evident in the United Nations Decade of Education for Sustainable Development (DESD) (UNESCO, 2015b, p.1), the Global Action Programme (GAP) (2015–2019) and the UN's (2015) proposal (Transforming our World: The 2030 Agenda for Sustainable Development). Despite all these efforts, UNESCO (2020b) announced that global ESD strategies failed. More recently, UNESCO (2020b) has developed a report that envisions saving the future through learning to be coexistence agents with the non-human world. Essentially, these declarations called for a paradigm shift from learning how to become a part of the world rather than simply learning about it. Couch (2020) stressed that examining a policy's development from its conception is equally essential as reviewing its implementation. Therefore, our presentation critically examines the educational policy proposed by UNESCO (2020b) using Bacchi's "What's the problem represented to be?", a method that focuses on problematization and consists of answering six policy analysis questions. For this analysis, we systematically examined the problem representation using an iterative process comprising different phases going from reading, self-reflecting, and discussions to writing, discussing and re-writing. We applied this process to each question of the WPR method (Bacchi, n.d.) over five months.

PCE2023 Pre-Recorded Virtual Presentations

Higher Education

67639 | *The Missing Link in Higher Design Education: Ethics and Social Responsibility*
Simon Dai, Lewis University, United States
Heide Lukosch, University of Canterbury, New Zealand
Bahareh Shahri, University of Canterbury, New Zealand

The design profession is an important part of higher education in the arts. Students are guided and shaped in the process of becoming a qualified designer. Qualified designers need not only to learn technical skills, they also need to learn ethics and social responsibility. Data shows that existing design education only informs students of what social responsibilities they may need to take on. However, it does not contribute to the betterment of society or the community through education or by allowing students to use their skill sets as designers. Therefore, social responsibility needs to be addressed more at the design education level. It needs to be introduced and taught to students at an early stage of their education so that they fully understand the power and impact creation can have on society and the role this plays in materialism, overconsumption, and our modern consumer culture. In this presentation, I will also mention the pedagogy of Innovation Education in Iceland, which is a new policy within the Icelandic school system. In Innovation Education (IE), students receive ethical training to identify needs and problems in their environment and find solutions through collaboration with the community. I believe this integrated teaching philosophy can be replicated and implemented in higher education in art and design, where students are trained to be socially and ethically responsible and become truly competent designers through ethical training and collaborative practice with their community.

68416 | *Biomedical Engineering as STEM Education in Georgia and New Challenges for Internationalisation of this Educational Process*
Irine Gotsiridze, Georgian Technical University, Georgia
Giorgi Gigilashvili, Georgian Technical University, Georgia

This paper presents a methodology for using capstone design project courses for assessing a number of ABET outcomes. In the advent of EC 2000, Engineering programs have grappled with methods for assessing some of the ABET outcomes, especially those skills which are not taught in the traditional engineering programs. Capstone Design and Professionalism I and II are two capstone design courses taken by IV year in the Georgian Technical of Engineering over a two semester period. Each course is team-taught by professors in all the engineering departments consisting of Biomedical Civil, Chemical, Electrical and Mechanical. Depending on the type of projects selected, student teams could be interdisciplinary, or discipline specific. The capstone design courses are used to assess eight of the eleven ABET 1-7 outcomes consisting of the ability to: design a system, function on multi-disciplinary teams, adhere to professional and ethical responsibilities, communicate, understand global and local impact of engineering solutions on society, engage in lifelong learning, have knowledge of contemporary issues, and use modern engineering tools for engineering practice. Students' abilities in these outcomes are quantitatively measured using outcome specific project related lectures and assignments given throughout the semester. The methodology discussed in the paper has made it possible to identify problems encountered by students in these outcome skills, thereby, facilitating adjustment in course content and delivery, and formulation of plans to assist students to improve on these skills.

70284 | *UAE Female K-12 Students: Decision Influences on Bachelor's Degrees Choices*
Joao Negreiros, Zayed University, United Arab Emirates
Mohammad Amin Kuhail, Zayed University, United Arab Emirates
Haseena Al Katheeri, Zayed University, United Arab Emirates

One of the most crucial decisions that students make in their lives is the major choice as it affects students' job opportunities and the labor market's structure. Many adolescents, who will one day meet the need of knowledge-based economies, have the goal of attending a university but lack the means to do so. In order to do this, it is necessary for adolescents to make the choices necessary to pick a certain line of work, employment, or organization to join. In the UAE, higher education has seen steady growth. However, the factors influencing students' choice of higher education major remains unexplored. In this study, we conducted a survey with first and second-year undergraduate students in the UAE to understand the personal, social, and financial factors influencing students' major choice. The study shows that personal factors such as passion and skills influence students' choice. Implications and future work are discussed. It is observed that students appreciate working in several industries and across many societal sectors. The study also shows little correlation between bachelor's degrees and job profiles. We recommend that universities and employers should provide K–12 students, their families, and K–12 educators with correct information regarding bachelor's degrees to combat misperceptions about engineering work and its practitioners and to prepare them to navigate their education and join the workforce as employers increasingly expect graduates to have experience and skills such as creativity and design, oral and written communication, teamwork and leadership, interdisciplinary thinking, business management and entrepreneurship, and multicultural understanding.

70648 | *Tutorial Factors Associated with Dropout and Failure in Higher Education*
Luz Alondra Katt Morales, Universidad Autónoma de Querétaro, Mexico

The purpose of this work is to present the tutorial factors associated with desertion and failure identified in higher education, at the Universidad Tecnológica del Sureste de Veracruz (UTSV), a non-experimental design is suggested, based on a quantitative, analytical and descriptive approach. It addresses two of the five phases proposed in the methodology for the implementation of information technologies in the academic tutorial field. The population includes male and female university students over 18 years of age, the sample is random with 375 students who answered two questionnaires. Two questionnaire-type instruments were applied, one on risk factors, which includes socioeconomic aspects, health considering the instrument validated by Campo (2014), to which aspects on drug use and experienced emotions are added, personal aspects that refer to self-regulation of learning proposed by Lenniaz Mato Fernández (2009), which has been validated and academic environment, another to know the performance of the tutor, taking into account aspects of the national model of technological tutoring. universities and polytechnics, the work of Navarro (2014) is addressed in the same way, in which three dimensions are identified: tutor tasks, methodological mastery/attitudinal aspect, and interpersonal/communicative relational skills. Data from school services on failure are analyzed, together with the data collected, elements are obtained to identify endogenous and exogenous factors associated with dropout due to failure.

PCE2023 Pre-Recorded Virtual Presentations

70902 | *Emergency Remote Teaching (ERT) in the COVID-19 Pandemic: Impact on the Education of Higher Education Students in the Health Area*
Olga Ribeiro, Universidade Lusófona de Humanidades e Tecnologias, Portugal

Emergency Remote Teaching (ERT) emerges as a temporary resource for teaching students of courses in the health area, in higher education institutions, during the global pandemic COVID-19. The remote teaching modality brought with it positive aspects, as well as important challenges regarding the learning process in the area of higher education under analysis. This study intends to describe the impact of emergency remote teaching on the teaching of students in the health area, during the COVID-19 pandemic.
This is a narrative literature review including articles published between 2020 and 2023, written in Portuguese, Spanish and English. The inclusion criteria were defined: primary source studies, with higher education students in the health area, during the COVID-19 pandemic phase. The research was carried out in several databases, including CINAHL, ERIC, B-On, SciELO, Pubmed, EBSCO Host and Google Academic. Using the descriptors: Health student; Emergency Remote Teaching; COVID-19; Education. The analyzed articles describe the dichotomous impact of ERT on the teaching and learning process of higher education students in the health area, during the COVID-19 pandemic, experienced worldwide.

Language Development & Literacy
69711 | *Children's Narrative Drawing and Early Literacy*
Eliza Pitri, University of Nicosia, Cyprus
Antonia Michaelidou, University of Nicosia, Cyprus

In literate societies of the 21st century, written language seems to play a decisive role in both the working and social life of individuals and for this reason, educational reforms focus on children's development of literacy. Great importance is attached to individuals' ability to read and understand what they read, since this ability is the basis for their fullest participation and success in social contexts (Lenhart, Suggate, & Lenhart, 2021; Manolitsis, 2016). Research has shown that reading and writing is not connected to the development of explicit skills, but are considered active thinking processes for making meaning, and understanding as well as producing messages (Neumann, 2022; Lenhart, Suggate, & Lenhart, 2021; Dafermou, Koulouri, & Basagianni, 2011). Based on the above and the fact that there is a direct relationship between children's drawing and speech (Neumann, 2022), a descriptive case study took place to look for evidence and provide examples of how a preschool child's narrative drawings relate to early literacy skills. Narrative drawings are considered sketches that are accompanied by a story told by the child while drawing or when presenting the final product of artmaking. The specific child's 35 narrative drawings produced between her four-and-a half and fifth year of age, were collected and the accompanying story was recorded and transcribed. Studying and analyzing both the drawings and the transcribed stories provided evidence that narrative painting promotes children's reading readiness and offers opportunities for meaning making in exciting for the children, self-directed, ways.

71131 | *The Critics and Offers to the Notion of the Overconsumption in Behiç Ak's "Güneşi Bile Tamir Eden Adam"*
Tuğba Çelik Korat, Bahcesehir University, Turkey

Climate problems, which previously affected only the region in which they were located, have now begun to negatively affect all people and the world. Literature is an artistic way of producing solutions to problems in life instead of ignoring them. Children's literature has not remained indifferent to environmental problems. In Turkish children's literature, many authors have made different aspects of environmental problems the subject of their tales, stories and novels. As in his plays and cartoons written for adults, Behiç Ak deals with environmental issues and problems in his children's books. In his books, issues such as environmental pollution, unplanned urbanization, artificial environment, destruction of historical monuments are particularly focused on and children are given intuitions to be sensitive to these issues. Children's literature is an artistic field like literature produced for adults; however, it is also used by educators for educational purposes. For this reason, it is important to use both artistically and contextually qualified children's books in educational environments. Teachers who use children's books that address environmental problems in the classroom contribute to the development of environmental education. One of the variables that cause many environmental problems is overconsumption. When people consume too much of what they do not actually need, they disrupt the balance of the world. This study uses text analysis, one of the qualitative research methods, to describe what kind of criticisms and suggestions are developed towards the concept of "overconsumption" in Behiç Ak's children's book "The Man Who Repairs Even the Sun".

71232 | *Modeling the Relationships Among Family's Socioeconomic Status, Home Literacy Environment, Vocabulary and Reading Comprehension Ability in Chinese Preschool Children*
Kaiyue Wang, Zhejiang Normal University, China
Baogen Liu, Zhejiang Normal University, China
Jiangbo Hu, Zhejiang Normal University, China

The study aims to examine the relationships among family's socioeconomic status (SES), home literacy environment (reading resources and reading activities available at home), and Chinese children's vocabulary and reading comprehension ability. A total of 594 Chinese preschool children (293 boys; mean age = 62.01 months; 130 in K1, 180 in K2, and 284 in K3) participated in this study. The children's vocabulary skills were assessed with Chinese Peabody Picture Test-Revised, and reading comprehension skills were examined with a specific story-based reading task. The parents were invited to complete a questionnaire relating to their educational background, income, and the home literacy environment. Two multiple mediation models were constructed based. One model examined the relationships among the families' SES, home reading resources, and the children's vocabulary and reading comprehension abilities, while the other examined the relationships among the family SES, home reading activities, and children's vocabulary and reading comprehension abilities. Results showed that family's SES directly affected home literacy environment, and children's vocabulary levels, but not their reading comprehension ability. However, family SES predicted the development of children's reading comprehension ability through the mediation of their vocabulary that was affected by the home literacy environment. These findings suggested that vocabulary levels are the key mediator in the relationships between children's reading comprehension ability and home literacy environment. In situations where improving the family's SES is challenging, enhancing the home literacy environment can be a feasible approach for fostering children's vocabulary and thereafter promoting their reading abilities.

PCE2023 Pre-Recorded Virtual Presentations

Learning Experiences, Student Learning & Learner Diversity

69405 | *From Fully Online to Face-to-Face Learning: A Qualitative Study of Malaysian Higher Education Students' Agency in Learning following the Pandemic*

Siti Norbaya Azizan, Sunway University, Malaysia
Glenda Crosling, Sunway University, Malaysia
Abdellatif Sellami, Qatar University, Qatar
Graeme Atherton, University of West London, United Kingdom
Pei Boon Ooi, Sunway University, Malaysia

Based on the concept of student agency which is an individual's ability to manage their own learning, this study explores Malaysian higher education (HE) students' responses in their transition back to on-campus learning following long periods of fully-online learning during the 2020-2021 COVID-19 pandemic. Data from students at 13 Malaysian HE institutions were gathered through an online survey's open-ended questions, exploring their perceptions of their on-campus learning. Thematic analysis of the students' comments revealed four themes: feelings, adaptation, usability, and preferences. Overall, the majority of the students reported positive experiences in the return to on-campus learning. Most focused on the benefits and usability of face-to-face (F2F) learning, including learning outcomes, enjoyment and learning motivation, interaction and communication, learning feedback, the learning environment, styles and support, and lifestyles. Several issues raised concerned their adaptation in the transition, particularly regarding time, COVID-19-related issues, health problems, learning difficulties, social concerns, and cost issues. Recommendations arising from this study will be discussed. These can contribute to efforts to enhance hybrid HE teaching and learning delivery in the face of any future, unexpected disruption and ongoing educational access challenges.

Primary & Secondary Education

70104 | *Bridging the STEM Education Gap Among Secondary School Female Learners in Developing Countries: Need for an Integrated Secondary School STEM Monitoring Application*

David Mkwambisi, Malawi University of Science and Technology, Malawi
Patrick Chimseu, Lilongwe University of Agriculture and Natural Resources, Malawi
Brighton Chunga, Mzuzu University, Malawi

The under-representation of girls in science, technology, engineering and mathematics (STEM) education in developing countries has been, and continues to be, an issue of global debate. This paper presents research findings on secondary school STEM learners especially girls and their teachers located in rural and urban, private and public schools. Using leaner and teacher surveys and key informant interviews in 15 districts in Malawi, the results show that more learners 28.3%, 24.5%, 22.3% and 11.8% of learners are in public schools located in urban areas, community day urban (24.5%), private urban (22.3%), community day rural (11.8%) and public rural (3.8%) respectively. Most of female learners were enrolled in public urban (14.0%) whose parents (29.1%) have secondary school education followed by those with tertiary education (28%) and primary education (22.5%). The most significant geographical variation on factors affecting enrollment came in from the problem of lack of facilities (p-value =0.019), demotivation from pressure (p-value =0.00), shortage of qualified teachers (p-value =0.02), and lack of teacher bridging programs (p-value=0.00. Microscopic scrutiny of the findings suggests engaging an integrated digital secondary school monitoring portal. The tool has different features for different end-users including students' profiles, enrollment tracker, school calendar, class schedule, report card generation, assessment and grading, parents' information portal, teacher's portal among others. The tool will create an enabling environment for quality education by generating evidence on quality of teaching and learning and ensuring gender balance in enrollment. Furthermore, the intervention will promote governance with insights generated from the available data.

Teaching Experiences, Pedagogy, Practice & Praxis

67713 | *Higher Education Beyond COVID-19 Pandemic: Students' Perspectives on Design Thinking: A Q-methodology Study*

Basilia Blay, De La Salle-College of Saint Benilde, Philippines
Alma Espartinez, De La Salle-College of Saint Benilde, Philippines

The purpose of this study is to examine and categorize the epistemological views of college students and correlate and group those who share similar patterns of views regarding the use of Design Thinking (DT) in their Philosophy course at De La Salle–College of Saint Benilde, Philippines. Q-Methodology which is a mixed research method was used to quantitatively analyze qualitative data using PQMethod software. Twenty-five students were surveyed, interviewed, and invited to rank-order 36 concourse statements about the use of DT in their course. Three operant factor types (Digitally Prolegomenal Ball Rollers, Groundswell Bootstrap Designers, and People-Centered Innovators) were identified. A fourth factor, named Recalcitrant Colliders, though non-loaders and unflagged, was included among the factor types to show that participants' views indicate significant hybrid views about DT. The results affirmed that students found DT as a meaningful way of enhancing creative and critical thinking, empathy, and problem-solving skills. The study concluded that DT in higher education was highly viewed as a valuable platform for improving student learning experience during and beyond the pandemic as they navigate the future of digital learning. We, therefore, recommend that to ensure meaningful learning, we need to make Design Thinking mainstream, rather than peripheral, to respond to the call for digital transformation in the 21st century. The findings of this research are important for theory, practice, policy and subsequent research.

PCE2023 Pre-Recorded Virtual Presentations

68492 | *Inspirational Curriculum Innovation: 21st Century Teachers Leading the Way – Teaching in Aotearoa New Zealand*
Joanne Alderson, Open Polytechnic of New Zealand/Te Pukenga, New Zealand
Fi McAlevey, Open Polytechnic of New Zealand/Te Pukenga, New Zealand
Muni Narayan, Open Polytechnic of New Zealand, New Zealand

The rapid advancements of education in the 2Ist century makes the value of innovation a priority and an integral part of teacher education. Eclectic teaching practices and the changing role of the teacher, signal the need for innovative approaches to curriculum development. In Aotearoa New Zealand early childhood teachers lead the way as innovators within their daily practice, transforming educational experiences for children and families. This research study (ongoing from 2021) was inspired by teachers who saw and learned about innovative practices in local early childhood education (ECE) settings. The researchers wish to introduce this local innovation into a national and international narrative. Sharing this innovation on a global stage will help ECE teachers outside of those localised individual settings to understand the benefits of their innovative approaches. This presentation provides research insights into teachers' perceptions of curriculum innovation within ECE and an analysis of the role of self-belief, relationships, and teaching contexts within teachers' innovative practices. The data were collected using a mixed method research design with phase one involving an online survey and phase two including both individual and focus group interviews. The researchers conclude that one of the main driving forces behind teachers' innovative practices is their proclivity towards strengthening both learner outcomes, and their own teaching practices.

69364 | *Towards Creating a Transformative Arabic Language Classroom: A Pedagogical Model*
Reda Mohamed, Case Western Reserve University, United States
Amer El-Ahraf, California State University, Dominguez Hills, United States

Language learning is interrelated with learners' identities (Temples, 2010; He, 2010). However, research that explores Arabic teachers' innovative identity-targeted pedagogic practices in creating transformative Arabic classrooms is limited. This qualitative study draws upon the field of Positive Futures (Kraft, 2022) where positive perceptions of the future enrich students' learning outcomes and asks: what pedagogic innovations does the field of Future Studies offer to the teaching of Arabic in the US? Using purposive sampling (Creswell, 2007) and reflexive narratives (John, 2020) as a tool for data collection, 8 Arabic learners in an Arabic class at a California college were invited to write descriptions of versions of their hoped-for identities as speakers of Arabic. The thematic-based analysis (Bernard, 2013) of the collected narratives suggests that Arabic teachers should start by deconstructing negative perceptions (i.e., Arabic is a difficult language to learn) that precede and/or accompany language learning as it lowers language acquisition barriers and gives students more agency over their learning. Other results indicate that student-student and student-teacher exchange of language learning stories and positive images of their hoped-for Arabic-speaking identities enhanced their learning experience. The study findings implicate that it important for language teachers to not only build on students' prior language experiences or help them envision positive ones, but also to examine and consider any existing perceptions that might interfere with/hinder their learning experience. The pedagogical model proposed in this study can be extended and adopted in other classes and contexts.

Teaching Experiences, Pedagogy, Practice & Praxis

69897 | *Chinese Preschool Educators' Language Use for Meaning Making During Shared Reading with Wordless and Text-based Picture Books*
Qi Zhang, Zhejiang Normal University, China
Wenming Dong, Zhejiang Normal University, China
Jiangbo Hu, Zhejiang Normal University, China

This study analyzed Chinese preschool educators' language use for meaning making that were differed in shared reading with wordless and text-based picture books with the same topic of Aesop's fable story (The lion and the mouse). We transcribed the verbal interactions of two cohorts of educators who read the books to preschool children. One cohort read the wordless version and the other read the text-based picture book. Drawn on systemic linguistic theory that categorizes abstraction levels of language for meaning making in six types (Label, Describe, Compare, Infer, Generalize & Explain), this study explored how these educators' language use varied in the two book reading contexts. Using MANOVA analysis, We found that educators produced significantly more Inferring language in shared reading with wordless book than text-based book. Children's age was a factor that impacted the educators' language feature. The educators generated more labelling language when reading wordless books to 3-4-year-olds than to older children. However, the educators' inferring language uttered more frequently to the children above 4-year-olds than the younger group, and this is especially the case when reading the wordless book. These results suggest that wordless picture books may boost educators' use of language of higher level of abstraction and educators may adjust their semantic strategies in language use when reading to children of different age groups.

70889 | *Foundation Phase Teachers' Views on the Role of Proprioceptive Development in School Readiness*
Suzanne Bester, University of Pretoria, South Africa
Marlize Labuschagne, University of Pretoria, South Africa

This exploratory case study reports on the views of six purposively selected Foundation Phase teachers from an independent school in Gauteng, South Africa, on the role of proprioceptive development in school readiness. The study was guided by Ayres' sensory integration theory, which is based on the assumptions that the brain can change and that this change leads to the sequential development of sensory integration capacities; that there is an interactive relationship between brain organisation and adaptive behaviour; that sensory information integrates effectively when the cortical areas of the brain interact with the sub-cortical areas; and that internal motivation drives participation in sensory-motor activities, thus fostering sensory information integration. Guided by an interpretivist paradigm, this qualitative case study found that the participants have extensive knowledge of school readiness. In contrast with this, they were less confident about their knowledge of proprioception and the role it plays in school readiness. However, the participants were able to relate proprioceptive development to specific physical, emotional and cognitive school readiness skills and challenges with concentration and they were able to identify movement activities that may be conducive to proprioceptive development. The COVID-19 pandemic and resulting social distancing and the wearing of masks limited the time children spent on outside movement activities. To address this, the participants started implementing short dances and movement activities inside their classrooms. The participants concluded that movement activities in the classroom are possible, but that space and time constraints were challenges and expressed a need for further training on proprioceptive development.

PCE2023 Pre-Recorded Virtual Presentations

71163 | *Universities and Gen Z: An Experiment on How To Craft Contents and Tools for a "Fit-for-Purpose" Course*
Franca Cantoni, Università Cattolica Del Sacro Cuore, Italy
Barbara Barabaschi, Università Cattolica Del Sacro Cuore, Italy
Roberta Virtuani, Università Cattolica Del Sacro Cuore, Italy

University courses are often evaluated as overly theoretical, detached from reality, unable to elicit students' active participation and Z Generation with its peculiarities tend to exacerbate these assessments. In this paper we develop a framework based on reversing the Universities' training cycle, starting from the analysis of the needs of the students who are currently going through the university process to define contents effective in healing the knowledge and skills gap surveyed. For the purposes of this research, we have been involved in the design of a finance course delivered to students representing the characteristics of the Z Generation. Unlike traditional approaches that place predominant attention on tools, our approach enhances the "student experience" by proposing content analysis as a starting point for designing a course suitable for the characteristics of Generation Z. A multimodal approach - that discovers ad-hoc contents (to fill in the gaps identified through the preliminary analysis) and keeps into consideration the learning outcomes (represented by three aspects: awareness, knowledge, and competences) - was identified to generate a positive reaction in students, interest in the subject matter, and a change in behaviours. Flipped classes, massive open online courses (MOOCs), gamification and simulating reality in a trading room and ChatGPT appear to be engaging tools to provide educational content and answer questions related to finance for Gen Z.

71274 | *The Implementation of an Asynchronous E-Learning Course in Higher Education – Lessons Learned*
Brido Schuler, University of Applied Sciences and Arts of Northwestern Switzerland, Switzerland
Michael Pülz, University of Applied Sciences and Arts of Northwestern Switzerland, Switzerland
Fabia Berger, University of Applied Sciences and Arts of Northwestern Switzerland, Switzerland

The pandemic boosted the use and impact of electronic learning (e-learning) in many life areas including education (Monira et al. 2022). Based on that externally forced experience, the Business Information Technology Bachelor degree program (BIT) at the University of Applied Sciences and Arts, Northwestern Switzerland (FHNW) radically changed the learning-teaching set-up from traditional face-to-face (F2F) instruction to asynchronous e-learning in the mandatory financial course "Corporate Finance". Against initial expectations, the success of the students participating in the asynchronous e-learning course, measured by the mark achieved, was notably higher than compared to traditional F2F instruction. This outcome is even more surprising in light of the current research results. Varkey et al. (2022) addressed the problem with the current literature in their research on asynchronous learning with the lack of guidance in the creation a high quality and high-fidelity asynchronous courses.The goal of this conference paper is to give insight into the learning design, setting, methods, instruments, concepts, etc. in the newly implemented asynchronous e-learning course "Corporate Finance" and highlight lessons learned. The lessons learned might contribute to best practices for other asynchronous e-learning courses and can help to improve such learning settings.

71336 | *Means of Expression of Metaphorical Thinking in Primary School Lithuanian Language Textbooks*
Vaida Padgurskytė, Vilnius University Šiauliai Academy, Lithuania
Daiva Malinauskienė, Vilnius University Šiauliai Academy, Lithuania

Metaphors in the content of curriculum help to concretize complex learning constructs, concepts and it becomes easier to understand and be aware of curriculum. Metaphorical thinking is related to the abilities of young learners to move from specific to abstract, interpretive abilities to connect concepts, phenomena with existing experience and to create new understanding and experience outside the common environment. It could be stated that metaphors help to form the identity of personality according to the meaning of the perception of phenomena and help to explore new theories and develop new concepts of knowledge. Thus, the results of the expression of metaphorical thinking: creative problem solving, formation of critical thinking, information systematization and processing abilities. The development of the abilities, which were mentioned above, is extremely important for elementary school students. In the updated program of Lithuanian language and literature (2022), some abilities are distinguished, and attributed to primary school students: to enrich the language with new words, expressions, words that have figurative meaning and international words; find figurative words and phrases in the text and explain their meaning / purpose; to recognize and explain thoughts expressed indirectly, to reason why such means of expression were chosen; also, in order to understand a text as the whole, attention is paid to the illustrations, the structure of the text and other relevant information. The purpose of this study is to analyze the means of expression of metaphorical thinking in Lithuanian language textbooks for primary school learners.

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Dr Shelley Zion, Rowan University, United States

Tokyo

November 22–25, 2023
The Asian Conference on Education

March 21–25, 2024
The Asian Conference on Psychology
& the Behavioral Sciences
The Asian Conference on Aging & Gerontology

March 25–29, 2024
The Asian Conference on Education &
International Development

May 23–27, 2024
The Asian Conference on Cultural Studies
The Asian Conference on Arts & Humanities
The Asian Conference on the Social Sciences

Paris

June 13–16, 2024
The Paris Conference on Education
The Paris Conference on Arts & Humanities

London

July 13–17, 2023
The European Conference on Education
The European Conference on Language Learning
The European Conference on Arts & Humanities
The European Conference on Aging & Gerontology

Barcelona

September 19-23, 2023
The Barcelona Conference on Education
The Barcelona Conference on Arts, Media & Culture

Kyoto

October 10–13, 2023
The Asian Conference on Media, Communication & Film
The Kyoto Conference on Arts, Media & Culture

Honolulu

January 3-7, 2024
The IAFOR International Conference on Education
The IAFOR International Conference on Arts &
Humanities

Chiang Mai

February 15-19, 2024
The Southeast Asian Conference on Education

Find a Conference
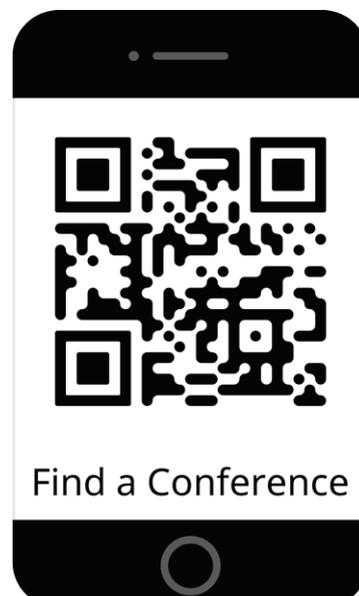
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